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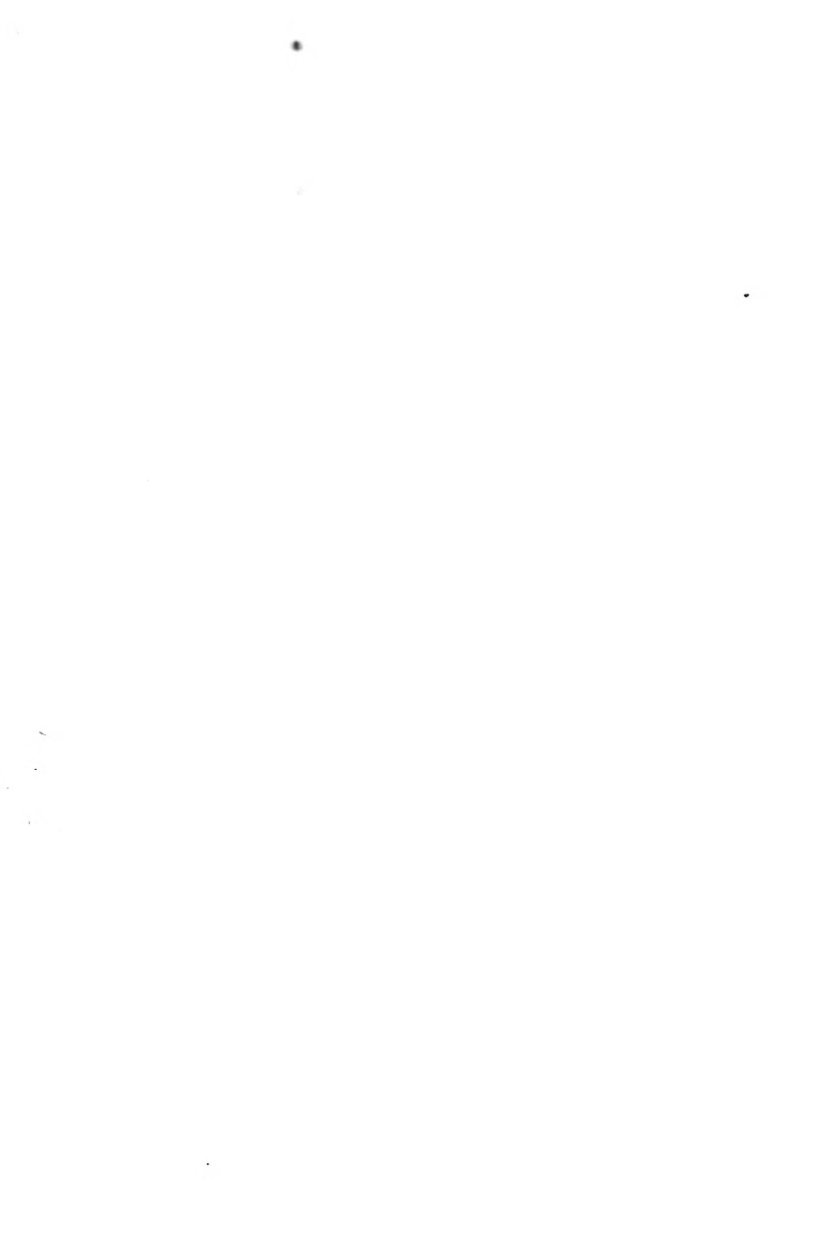


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Hendricks County schools,  
1906-1907-1908





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# Hendricks County Schools



No. 5, UNION TOWNSHIP  
(Now abandoned)

1906 - 1907 - 1908

G. M. WILSON  
Superintendent



LIZTON GRADE and HIGH SCHOOL BUILDING

The HAND points the direction of progress for Country Children,  
from poor one-roomed schools to modern graded schools







THE MEN WHO BEAR THE RESPONSIBILITY.

Top Row—C. M. Havens, E. E. Blair, Rufus Wright, W. A. Hollingsworth, E. P. Thompson, George W. English, Patrick Long, N. A. Tucker.  
Bottom Row—M. T. Hunter, E. R. Robards, W. E. Greenlee, A. K. Gilbert, G. M. Wilson.



## A Teacher's Creed.

I believe in boys and girls, the men and women of a great to-morrow; that whatsoever the boy soweth the man shall reap. I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching, and the joy of serving another. I believe in wisdom as revealed in human lives as well as in the pages of a printed book; in lessons taught not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely. I believe in beauty in the school-room, in the home, in daily life and out-of-doors. I believe in laughter, in love, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward for all we are and all we do. I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living. Amen.

EDWIN OSGOOD GROVER.



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$\mu = 10^{-6}$  and  $\sigma = 10^{-3}$ . The  
 results are shown in Table 1. The  
 results show that the proposed  
 method is more accurate than the  
 other methods.

# CONCLUSION

In this paper, a new method for  
 solving the problem of finding the  
 minimum of a function of several  
 variables is presented. The method  
 is based on the use of a modified  
 Newton's method. The results show  
 that the proposed method is more  
 accurate than the other methods.  
 The results are shown in Table 1.

## 1907-1908 School Plans.

# Hendricks County Public Schools

Office Phone No. 236—2

G. M. WILSON, Supt. Residence Phone No. 236—3  
Office Day—Monday.

### *Preliminary Institutes—*

- September 4—Eel River.
- September 6—Clay and Marion at Amo.
- September 7—Liberty.
- September 12—Union and Middle at Lizton.
- September 13—Franklin.
- September 14—Center.
- September 18—Brown.
- September 19—Guilford.
- September 20—Lincoln.
- September 21—Washington.

### *Schools Begin—*

- September 2—Liberty.
- September 9—Clay and Eel River.
- September 16—Center, Franklin, Marion, Middle, and Union.
- September 23—Brown, Guilford, Lincoln, and Washington.

### *Regular Township Institutes—*

- First Saturday—Center, Guilford, Lincoln, Washington.
- Second Saturday—Brown, Franklin, Middle, Union.
- Third Saturday—Clay, Eel River, Liberty, Marion.

### *Bi-Monthly Examination Dates—*

- First—November 8, 1907.
- Second—January 17, 1908.
- Third—On Friday, one week before the close of school. The date should be uniform throughout the township. It may be agreed upon at the township institute, and the county superintendent informed.

### *Reports—*

- First—At the close of the first week.
- Second—Grades of sixth, seventh and eighth year pupils after the first bi-monthly examination.
- Third—Y. P. R. C. and final report at the close of school.

**PROMOTIONS**—The problem of promotions is not an easy one. The County Board of









Education at the meeting in May, 1906, passed a resolution with reference to promotions in the upper grades. It is self-explanatory and is as follows: "Resolved, that promotions from the sixth, seventh and eighth years shall be made by the teachers of a township, the township principal, the trustee and the county superintendent acting jointly; that the bi-monthly examination manuscripts for the sixth, seventh and eighth grades shall be submitted regularly to the township principal for inspection by himself, the trustee and the county superintendent, and that any pupil who has maintained an average of 85 per cent. throughout the sixth, seventh and eighth years, may, by unanimous judgment of teacher, township principal, trustee and county superintendent, be promoted from the eighth year to the high school and such promotion will entitle such pupil to enter any high school of the county. Provided, that nothing herein contained shall in any manner abridge the rights of pupils under the law providing for the examinations for graduation from the common branches."

The plan attaches more importance to a pupil's regular work. If his work is strong enough as shown by examinations and daily recitations, he may pass directly into high school without having to take the diploma examination. This is a wise measure and will do some good if we can administer it wisely.

Just before the schools close in the spring, I will meet with the trustee, principal, and teachers of each township to carry out the details of this plan.

**BIRD AND ARBOR DAY**—The fourth Friday in October, October 25, should be observed as Bird and Arbor Day. Arrange a little program of songs, readings and recitations. Invite the patrons. Plant a tree or a vine, or several. But do your work well. If you haven't a recent Bird and Arbor Day Annual, write me for one. Make the day an occasion for meeting your patrons and interesting them in the success of your work, and in the appearance of the school grounds.

**LIBRARIES**—Get the Young People's Reading Circle books for your library. If the books have not been catalogued and recorded, you should do it. Apply to the Public Library Commission, Room 58, State House, Indianapolis, for a six months free loan of a forty-volume library on almost any line.

**HONOR ROLLS**—The honor rolls and Y. P. R. C. diplomas for last year have been filled out and placed in the hands of the trustees for distribution. The pupils' names are taken from the reports of the teachers, and if a pupil has failed to get an honor roll or a diploma when entitled to the same, it is because his teacher's report failed to reach me. It is never too late to look after these matters for the pupils.

**THE COURSE OF STUDY** (See opposite page.)

Ward's Manual of the Rational Method in Reading should be in the hands of all teachers having work in the lower grades (Silver, Burdett & Co., Chicago, 30c).

The supplementary readers are: (1) Ward's Primer for the first year (Silver, Burdett & Co., Chicago, 30c, with 1-6 off to dealers). (2) Progressive Course in Reading, Book Two, for the second year (American Book Co., Cincinnati, 30c, with 10 per cent., or 20 per cent. off to dealers, according to terms of sale). (3) Progressive Course in Reading, Book Three, for the third year (American Book Co., 40c, with discount to dealers).

Study the plan of the new SPELLER. You will see that it is a vocabulary book, and that new words should be assigned only as they can be understood and used intelligently in sentences.

Every pupil in school above the second year should own a small DICTIONARY. A fair dictionary can be secured for 25c. It should be taught systematically. In the third year teach pupils to use the dictionary to PRONOUNCE for them. In the fourth year, begin to teach pupils how to find the meaning of a word. Gradually teach the use of derivations, and the more difficult points.

1. The first part of the document is a list of the names of the persons who have been appointed to the various offices of the Board of Directors of the Corporation. The names are as follows:

2. The second part of the document is a list of the names of the persons who have been appointed to the various offices of the Board of Directors of the Corporation. The names are as follows:

Teach WRITING by giving pupils, especially in the lower grades, a copy and a definite amount of work to do well. Do not have pupils write without copy and in a careless, rapid manner, merely to use up time. This is an important subject and you should take the time to TEACH it.

Positively, no Number work should be done in the first year and little should be done in the second year. Spend time on Reading, and the related subjects,—Spelling, Writing and Language. In the third and fourth years, TEACH the tables, the addition table, the subtraction table, the multiplication table, the division table. The addition table enables pupils to add by endings. In the seventh year, enough work should be done in Algebra to enable pupils to use the algebraic methods in percentage and some of its applications.

The lower grade History work and Language work can be easily and advantageously correlated. The history stories must be worked over orally until they can be reproduced orally and in written form by the pupils, and this is the best kind of language work. A day may be taken occasionally for more formal language work, such as the use of difficult common verbs or pronouns.

Teaching the rudiments of Music is expected only in the graded schools. But there should be singing in every school. Our 10,000 edition of "Songs for Home and School" is not exhausted, and if your school is not supplied, send to my office for a supply.

Remember Dr. Moran's excellent work on History. Get Fisk's Critical Period or Stanwood's History of the Presidency, or Woodburn's Johnston's American Orations. Concentrate upon some period.

The PHYSIOLOGY work for the sixth and eighth years will be divided as follows:

Sixth Year—Small Physiology. First bi-monthly, pages 1-56. Second bi-monthly, pages 57-135. Third bi-monthly, pages 136-201.

Eighth Year—Large Physiology. First bi-monthly, pages 1-79 and 283-295. Second bi-monthly, pages 80-107. Third bi-monthly, pages 198-306.

Make the Geography work real. Last year's suggestions on excursions and the correspondence method of studying some section of the United States brought good results where carried out.

AGRICULTURE—Our work in Agriculture has received favorable comment at home and throughout the State. We have all pulled together to secure the results. The latest undertaking, the Purdue excursion, was entirely successful and highly profitable. We will do better work because of it. State Superintendent F. A. Cotton is very favorable to the work in Agriculture. In a recent letter to county superintendents he said: "I am very anxious to have you urge the teachers to introduce the course in Agriculture, pp. 114-121, State Manual, in the township and town high schools, the township consolidated schools, and the graded schools in your respective counties. The work for the grades in this subject may be used in the district schools, especially when the teachers are well qualified to do the work. The suggestions in this course will help the teachers to direct the boys and girls in an intelligent study of agriculture, to inspire in them a respect for honest labor, and to show them that there is a demand for brains on the farm."

The township trustees at their meeting in August, 1906, passed a resolution concluding as follows: "and that we, therefore, direct that the subject of Agriculture MAY replace the subject of Botany in the township high schools for half the school year, or for the full school year if the teacher is prepared." The present law indirectly requires the teaching of Agriculture in the high school, and provision has been made for it in the high school course of study for the county.

It seems now generally conceded by educators great and small, that for agricultural communities like Hendricks County, the subject of agriculture is not excelled for mental training nor equalled for utility value by any other subject in the entire field of knowledge.



**THE PROGRAM** (a suggestion, grades 1, 2, 3, 5, 7.)—Opening 15 minutes.

I	{	7th Arithmetic.	IV	{	7th Geography.
		5th Arithmetic.			5th Geog. (3) Phys. (1).
		1st Reading.			1st Reading.
		2d Numbers.			2d History and Language.
II	{	3d Numbers.	V	{	3d History and Language.
		7th Reading.			7th Grammar.
		5th Reading.			5th Grammar.
		1st Reading.			1st Reading and Stories.
III	{	2d Reading.		{	2d Reading.
		3d Reading.			3d Reading.
		7th History.			5 and 7 Spelling.
		5th History.			
	{	1st Writing and Spelling.		{	
		2d Spelling.			
		3d Spelling (3) Geography and Agriculture (1).			
		All Penmanship.			

Monday, I, II, III, IV.

Tuesday, V, I, II, III.

Wednesday, IV, V, I, II.

Thursday, III, IV, V, I.

Friday, II, III, IV, V.

Monday, I, II, III, IV.

Tuesday, I, II, III, V.

Wednesday, I, II, V, IV.

Thursday, I, V, III, IV.

Friday, V, II, III, IV.

Cover the field. Divide the time equally among the grades. Reduce the number of recitations per day.

**IN CONCLUSION**—These plans are issued not for the purpose of confining you within narrow limits, but to stimulate you to more positive and definite notions of your work for the year. Our work together at the preliminary institutes has further defined and explained our year's work.

A word as to my visiting your school. Please hand me your register when I enter, but do not interrupt your work. I will make myself at home. I hope to make many favorable criticisms. But I come to help you and some of my criticisms may be unfavorable, but in such cases they are for you alone and become known to others only when told by you. May the year be a good one and may we at all times be mutually helpful in the interests of the child.





## General Regulations.

1. The teacher should arrive at the school house not later than 8:00 a. m. daily.
2. The teacher should remain on the school premises at noon, except that when there are several teachers in a building they may arrange to alternately go for dinner.
3. School should begin at 8:30 a. m., and close at 4:00 p. m., with two fifteen-minute intermissions, and an hour for noon.
4. In the pleasant fall weather the intermissions may be extended to twenty minutes for play purposes, provided they are shortened to ten minutes when the weather becomes inclement.

5. Ventilation—During weather that requires the closing of doors and windows, the teacher should at the middle of each of the four quarters of the day, flush the room with fresh air. This is done by opening doors and windows for one or two minutes, during which time the pupils should march about the room or engage in some form of physical exercise to prevent them from taking cold.

6. Records and Reports—The teacher should properly keep each pupil's record of work and attendance, and should promptly make the bi-monthly reports to parents, the final report to successor, and the reports called for by the county superintendent.

7. High School Records—In each high school there should be a permanent record, showing in detail the work completed by each pupil. This record becomes invaluable in case a pupil goes to another high school or to college.

8. Vacations—Teachers will observe the Thanksgiving vacation, dismissing on Wednesday evening until the following Monday, in order to attend the County Teachers' Association.

Schools should be dismissed during Christmas week in order that teachers may attend the State Teachers' Association.

9. Dismissions—The teacher is not permitted to dismiss school at pleasure, and in case of sickness or inability to attend to duties, the trustee should be promptly notified. It is the trustee's duty to provide a substitute.

10. Use of Text During Recitation—No teacher, while conducting a recitation in geography, grammar, arithmetic, physiology, or history, shall use a text-book. Teachers may make an abstract of the lesson, to be used during recitation. A thorough mastery of the matter contained in each lesson, as well as a definite method of presenting it, is expected of each teacher. To be able to do the work in this manner a thorough preparation of the work for each day will be necessary. (Richmond rule).

11. Authority—There is no appeal by the pupil from the reasonable rules of the teacher. Obedience is necessary to the life of the school, and the teacher may punish to secure obedience.

Questions relating to the transportation of pupils, the school to which a pupil is attached, transfers, buildings, supplies, grounds, etc., should be referred to the township trustee.

Questions relating to the course of study, methods of instruction, discipline and the conduct of the school, should be referred direct to the county superintendent.

12. Appeals—An appeal may be taken from the decision of a township trustee to the county superintendent, except that a trustee's decision is final on the suspension or expulsion of a pupil.

Questions may be further appealed from the county superintendent to the State superintendent, except that the county superintendent's decision is final on all local questions



relating to the legality of school meetings, establishment of schools, and the location, building, repair, or removal of schoolhouses, or transfer of persons for school purposes, and resignation and dismissal of teachers.

13. Pupils not six years old before Christmas, and under-age pupils who do not expect to attend regularly, should be excluded. Pupils not six years old at the beginning of school may be excluded.

14. Pupils between the ages of seven and fourteen, inclusive, may not be excluded from school by the teacher, but may be proceeded against by the truant officer for habitual tardiness or absence, or by the probation officer of the juvenile court for incorrigibility, vulgarity, or misconduct of any nature.

15. No lesson for home study should be assigned to pupils in the first and second grades. Lessons in spelling may be assigned to pupils in third, fourth, and fifth grades. To pupils in grades six and seven, one lesson only may be assigned in addition to spelling, but arithmetic lessons should not be prepared at home. Eighth grade pupils should not be required to study more than one hour at home. (Indianapolis rule.)

16. The principal of a graded school shall have the general management and discipline of the school under his control, and especially shall he have control of playgrounds and halls. The teachers in such graded school shall follow his directions and coöperate with him in all matters relating to the welfare of the school.

17. In case it becomes necessary to change the date of a township institute or to close the school temporarily, the county superintendent should be informed.



WHITE LICK.

As beautiful as the Rhine, but in Hendricks County.



## Education in Hendricks County.

BY MATTIE E. COPE.

When I came upon the educational stage of life, the log schoolhouse, the punchcon floor, and "the educational timber of the teacher," were being rapidly relegated to the past. My school life began in the old, but noted, Belleville Academy, which was erected during the fifties of the nineteenth century. This was the second academy constructed in Hendricks County, the old Danville Seminary having been established a few years previously. The Belleville Academy was my Alma Mater, and, also, the building where I began my career as a teacher in the public schools of Hendricks County. My first teaching was in the primary department of the Belleville schools, then under the supervision of Prof. A. J. Johnson, who was also what was then termed county examiner of Hendricks County. Our work began in September, 1866, and continued eleven weeks, that being the length of a public school term at that time. The daily compensation was one dollar and fifty cents for one holding a second grade or eighteen months' license, and two dollars per day for a first grade or twenty-four months' license. Third and fourth grades called for less compensation. Examinations were in the main oral. No one had ever dreamed of written examinations for primary and intermediate pupils. The length of term, however, increased every year until in 1871 the incorporated towns, especially, could boast a five-months term, country districts still having shorter terms. But the compensation of teachers hardly kept pace with length of term, yet there was a growing demand for a higher standard of excellence among the teachers. And a few energetic and conscientious instructors, feeling that the individual is strong in proportion as he takes to himself the experience of all, organized the earlier, occasional township institutes; in Washington township as early as 1864. But Hendricks County was not slow to imbibe the growing principle being disseminated by Horace Mann, that a more centralized administration of schools would conduce to their efficiency. Hence, county control was the next step in the development of its school system. And in accordance with this belief in 1873 James A. C. Dobson was elected county superintendent for a term of two years. During the same year township institutes were introduced into our school system, and attendance at the meetings made compulsory, and they soon became an important factor in Hendricks County. The county institute had been organized and county examiners appointed as early as 1862. Soon county manuals were issued and the standard of requirements for securing teachers' licenses were increased. The interests of education all along the line were so well cared for that in 1878 the number of school buildings was 105. Number of teachers employed 130; 90 males and 40 females.

Of the number of schools, 14 were graded schools, where provisions were made for thorough instruction in all the elementary and many higher branches; and there was an opportunity for pursuing the higher branches in some of the district schools.

About this time the Central Normal College was removed from Ladoga to Danville, and established upon a permanent basis, and furnished excellent opportunities for a scientific, classical, or business education.

Superintendent Dobson, during his ten years active service, gave to education an impetus and inspiration which set a high standard for all the succeeding superintendents, and, year by year, a degree of proficiency and advancement has crowned their efforts. During the last two decades through the influence and under the direction of A. E. Rodgers, T. A. Gossett, J. D. Hostetter, and G. M. Wilson, education in Hendricks County has kept pace with all the reforms and movements for the betterment of its school system.



Through the influence and earnest work of U. J. Biller, the teachers' association was organized and incorporated into our school system on December 19, 1884. During the same year the course of study for the Teachers' Reading Circle was welcomed by both teachers and superintendent. In 1887 Hendricks County was among the first to organize a young people's reading circle. Township outlines had grown out of the demand for uniformity in our schools and was adopted in 1896. Prior to that the same demand made possible a uniform course of study for the common schools, and in 1891 a system of bi-monthly examinations, based on that course was inaugurated.

This same principle evolved uniform text-books for the common schools, and in May, 1902, uniform high school text-books and course of study were adopted by the County Board of Education.

So we trust forces are now shaping themselves to enable us in the near future to hail the advent of centralized schools and a maximum term and wage law.

In the last three decades the educational interests of Hendricks County have moved onward until today it may be said that our school system is the greatest success of any public enterprise.

James A. C. Dobson, the first county superintendent, was elected in 1873 and served until 1883, five terms.

A. E. Rodgers, from 1883 to 1887, two terms.

T. A. Gossett, from 1887 to 1893, three terms.

J. D. Hostetter, from 1893 to 1903, four terms.

G. M. Wilson, since 1903.



CHALK FALLS.

Not in the Alps, but in Hendricks County.





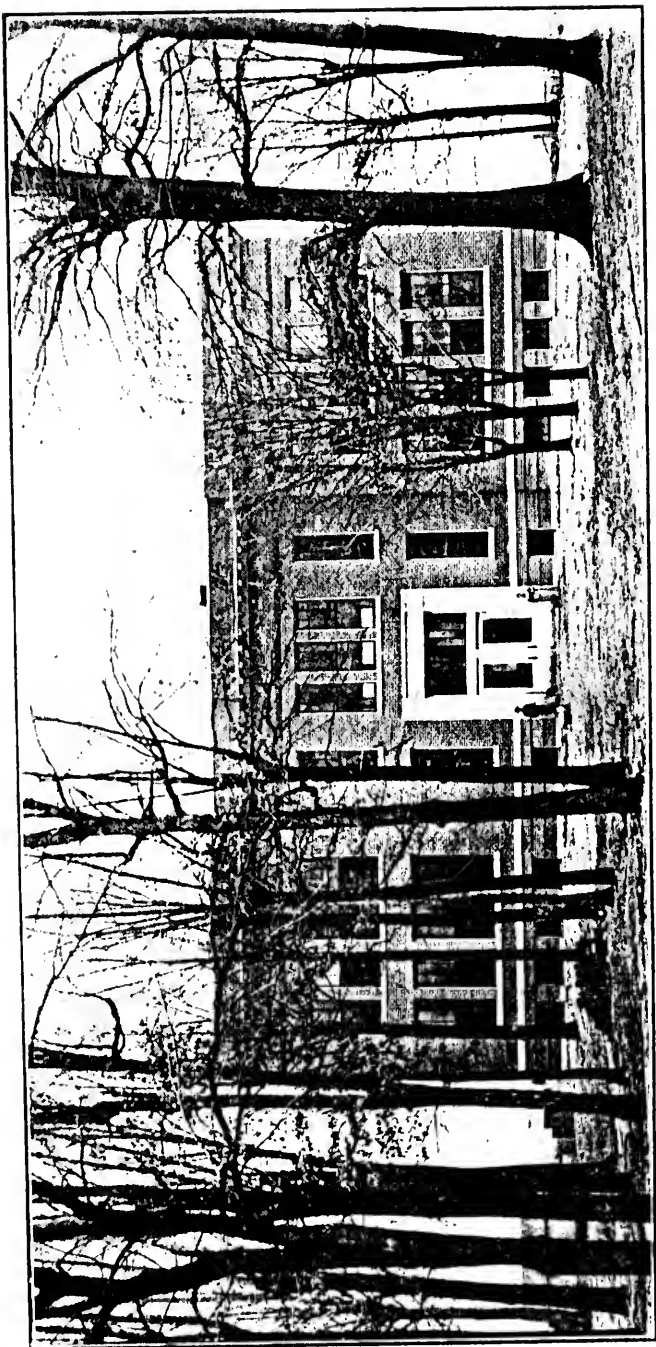
## Pedagogical.

1. A teacher cannot teach correctly what he does not know thoroughly.
2. In conducting a recitation do you follow with the book, reading and asking questions—or do you prepare your lessons?
3. Have you been doing the dissecting suggested in the physiologies, or have you been foolishly pleading lack of time? Time misspent is worse than wasted.
4. Do you figure at the board doing most of the reciting in arithmetic, or do you give the pupils the full advantage of this best opportunity for self-expression?
5. Do you repeat answers, improving them as you do so? A telling teacher trains pupils for beggars.
6. Are unused seats full of paper and apple cores? You cannot thus build character.
7. Do your decorations consist of twenty or forty cheap pictures tacked upon the walls? Better have none than such. We wish to make voters, not floaters.
8. Take time to correct improper language.
9. Dismiss your school with system.
10. Be simple, honest, direct.
11. The great lessons of the schools are found not in text-books, but in teachers—sympathetic, scholarly, honest, hard-working teachers.

## Township Statistics, 1906-7.

	Honor Roll Pupils.	Days of School.	No. of Teachers.	Tuition Levy.	Special School Levy.	Taxable Property.	Indebtedness.	Pupils Enumerated.	Enrollment.	Average Attendance.	Per Cent. of Enrollment in Average Attendance.	Common School Graduates.
Brown .....	33	130	6	.13	.15	\$693,268	\$1,770	298	234	142	.60	10
Center .....	14	140	9	.08	.12	1,538,748	.....	434	254	196	.77	11
Clay .....	15	150	13	.25	.50	1,327,394	10,000	481	411	385	.93	23
Eel River .....	28	150	13	.20	.45	1,601,895	11,000	570	404	341	.81	18
Franklin .....	5	120	7	.20	.15	783,353	.....	256	212	160	.75	15
Guilford .....	28	150	14	.17	.30	1,915,726	.....	808	643	534	.83	12
Liberty .....	20	150	16	.23	.50	2,047,781	33,100	632	498	401	.80	23
Lincoln .....	11	130	6	.14	.25	798,115	7,000	195	144	113	.78	14
Marion .....	19	140	10	.15	.25	1,110,731	1,200	304	271	192	.71	11
Middle .....	31	130	11	.20	.25	1,115,065	2,100	439	353	291	.83	20
Union .....	34	120	11	.30	.50	871,709	10,100	342	290	232	.89	13
Washington .....	28	140	10	.15	.15	1,618,724	.....	428	287	216	.76	14
Brownburg .....	14	140	5	.50	.25	378,627	.....	215	207	177	.85	17
Danville .....	.....	170	12	.30	.40	1,128,010	900	458	399	307	.77	30
Totals .....	289	.....	143	.....	.....	\$16,929,811	\$83,170	5,800	4,574	3,690	.80	231





CLAYTON GRADE AND HIGH SCHOOL BUILDING.

Six school rooms, assembly hall, office, library, laboratory, closets, and play rooms. Steam heated and thoroughly modern.

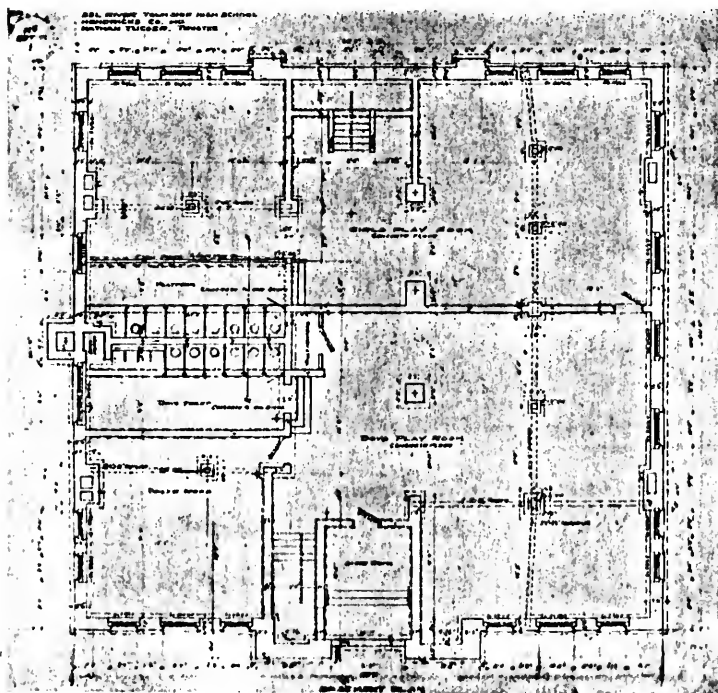
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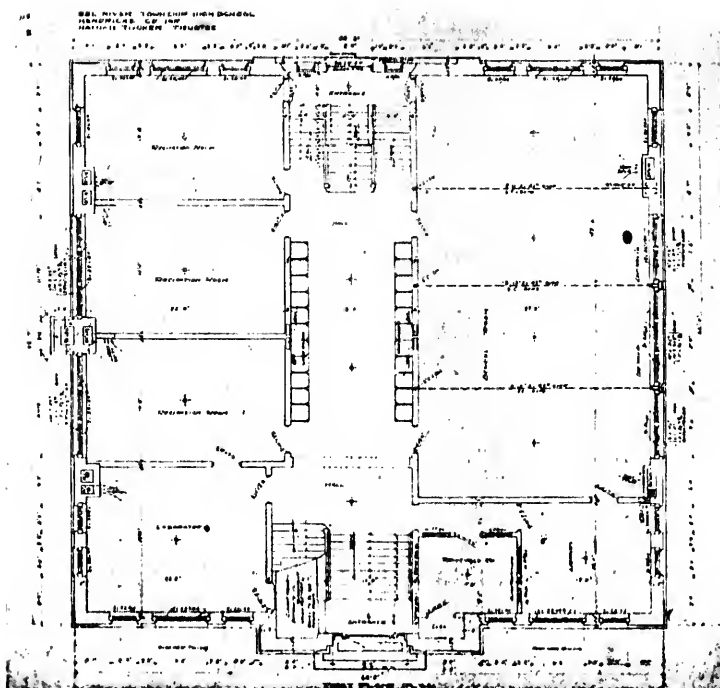


NORTH SALEM HIGH SCHOOL BUILDING.

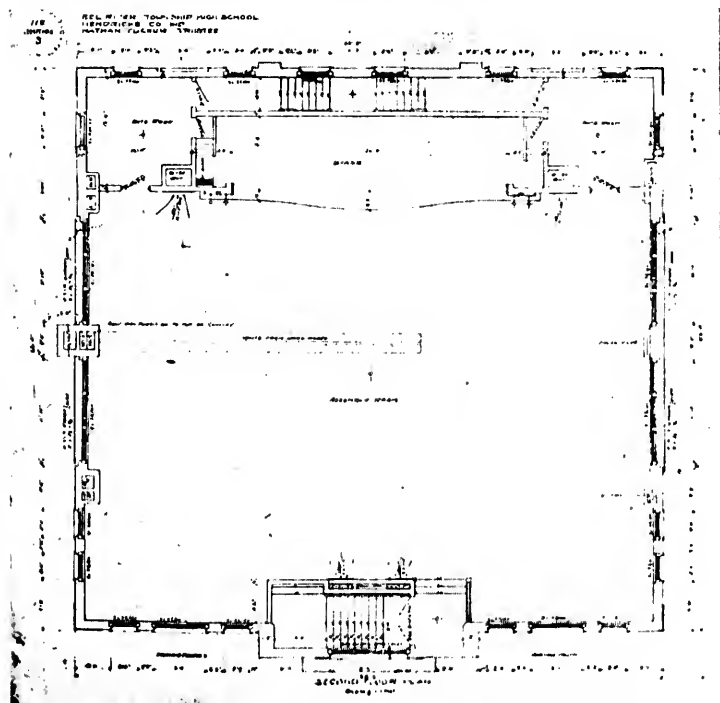


BASEMENT PLAN, NORTH SALEM HIGH SCHOOL.





FIRST FLOOR PLAN, NORTH SALEM HIGH SCHOOL.



SECOND FLOOR PLAN, NORTH SALEM HIGH SCHOOL.





## The Growth of Our High Schools.

The high school is the people's college. Its growth among agricultural communities contains the farmer's best promises for the future. It has caused the thermometer of general intelligence to rise several degrees. It gives the country boy or girl equal advantages with the city boy or girl. It is here to stay and to get better each year.

The growth of the high schools of the county under the present administration is exceedingly gratifying to all concerned. This growth is closely associated with the introduction of a uniform course of study for the high schools and competitive contests in oratory and athletics. The relation may be casual, or, more probably, a new spirit has brought all of these things to pass at the same time.

The fourth year of high school work in a township high school was first added at North Salem in 1901, while the writer was in charge of the schools there. The first uniform high school course of study for the county was prepared the next year by a committee of three (T. J. Kirby, J. U. Jones and G. M. Wilson), and the H. C. H. S. A. and O. A. was organized. In the fall of 1904, the fourth year was added at Amo, Clayton, Plainfield and Brownsburg. The fourth year was added at Avon in 1906, and at Lixton this fall (1907). The next move was to secure commissions from the State Board of Education for some of these schools. The North Salem high school was commissioned in the spring of 1905, Plainfield in 1906, Amo and Clayton in 1907. The graduates of these schools enter any college or university of the State without examinations or conditions. They are placed on an equality with the graduates of city schools. Our children are no longer compelled to endure pioneer hardships in order to secure a good secondary education.

The remarkable thing about all this forward movement is that the people were more willing and anxious for the most part than the authorities. The people are prosperous and they are willing to pay for the best for their children. And in Pittsboro, Brownsburg, and Stilesville, for example, where progress along some of these lines has been slower, the people are clamoring to have their schools brought up to the standard of the best.

The high school enrollment of the county (outside Danville) has increased from 191, in 1898, to 262 in 1903, and 372 in 1907. Present indications are that this year the enrollment will exceed 400, the figure now reached, and this does not tell the whole story, for there are 15 country pupils in the first year at Danville, and several in Indianapolis. Less than 40 per cent. of the common school graduates of the United States enter high school, and only 47 per cent. of the township common school graduates of the State of Indiana enter high school, as shown by last year's record. *But in this county 86.4 per cent. of the common school graduates were in first year high school last year, or 179 out of 207.* While if the corporation of Danville is excluded from the count, 83 per cent. of the township graduates were in first year high school last year. This year will almost surely show a better record than the high record of last year.

The expense per pupil last year was less in the commissioned schools of the county than in the non-commissioned schools, and was as follows:

Commissioned, per pupil.....	\$26.79
Non-commissioned, per pupil.....	\$36.00

This does not mean that one of the commissioned schools is maintained at less total cost than a non-commissioned school. But the larger number of pupils in attendance reduces the per pupil cost. Our purpose, however, is to educate as many as possible, as well as possible, and since the commissioned school in this county is giving a longer term for less money per pupil, we may truly say that it is the better investment.



## HIGH SCHOOL GRADUATES.

CORPORATION.	1897.	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905.	1906.	1907.
Clay Township.....						8	4	0*	8	8	14
Eel River Township.....			10	5	0*	7	12	8	12	10	7
Franklin Township.....					3	6	4	2	8	3	2
Guilford Township.....				3	5	6	5	11*	5	8	4
Liberty Township.....			7	4	9	2	6	0*	5	2	9
Middle Township.....	5	5	6	4	7	9	6	10	5	4	5
Union Township.....			8	4	8	6	2	2	2	5	0*
Washington Township.....					6	1	7	8	2	0*	3
Brownsburg.....		2	8	3	4	4	6	0*	7	4	6
Totals.....	5	7	39	23	42	49	52	41	54	44	50

\* High school extended to four years.

## HIGH SCHOOL ENROLLMENT.

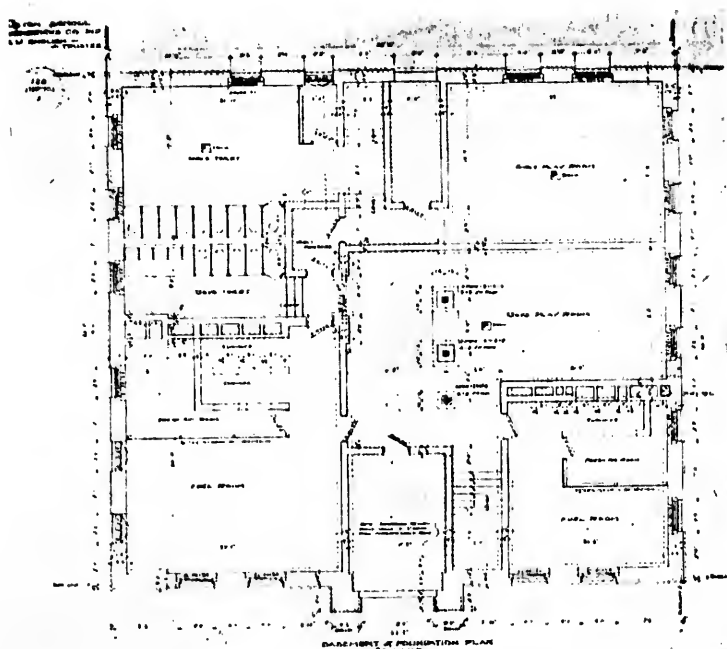
	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905.	1906.	1907.	1907-8
Tilden.....							7	10			
North Center, one year.....						9					
New Winchester, three years.....	8				11	7	8	1	26	26	29
Pittsboro, three years.....		26	26	34	27	22	24	24	27	34	30
Stilesville, three years.....	14	14	22	17	16	17	13	16	12	8	13
Avon, four years.....	11	19	17	23	16	22	17	25	25	14	18
Brownsburg, certified 1908.....	30		27	32	27	16	16	24	53	46	72
Lizton, certified 1908.....	19	31	28	31	18	30	20	14	23	23	25
Amo, commissioned 1907.....	16	20	27	25	33	31	46	61	62	64	57
Clayton, commissioned 1907.....	32	27	22	33	28	21	33	42	52	51	96
Plainfield, commissioned 1906.....	25	32	26	32	34	33	40	36	44	51	48
North Salem, commissioned 1905.....	36	32	39	42	47	51	44	51	53	55	52
Totals.....	191	201	234	269	257	262	268	304	377	372	400

Every boy and girl in the county is entitled to four years of high school work free of tuition. The best is not too good for our boys and girls.





CONSOLIDATED GRADES AND HIGH SCHOOL, LIZTON.

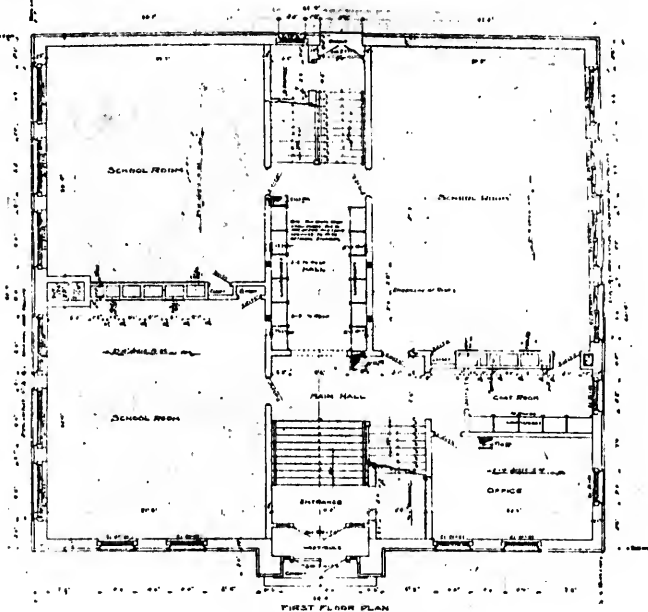


BASEMENT PLAN, LIZTON HIGH SCHOOL.

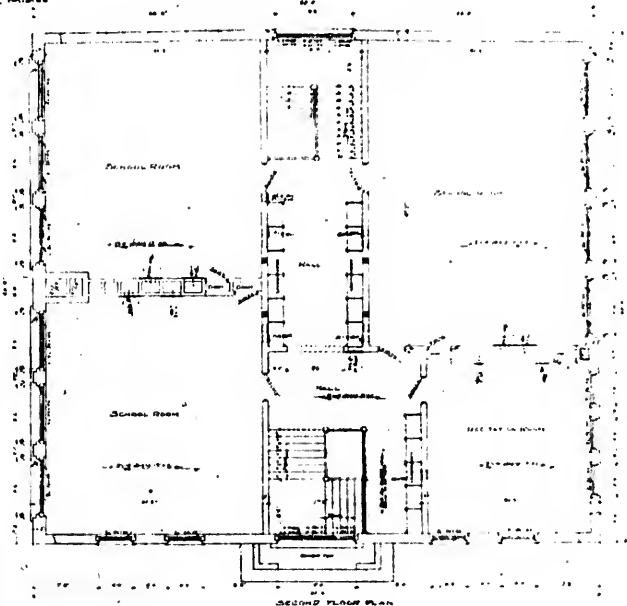
1911

1911

1911



FIRST FLOOR PLAN, LIZTON HIGH SCHOOL.



SECOND FLOOR PLAN, LIZTON HIGH SCHOOL.





## High School Course of Study.

This course of study was worked out by the high school teachers of the county during the school year 1906-7, the details being arranged by a committee composed of Messrs. O'Mara, Keeney, and Linke. It was adopted by the County Board of Education on May 1, 1907, for a period of five years, subject to revision. There are many advantages resulting from a uniform course of study and uniform texts throughout the county. These advantages will not be argued here, but it is undoubtedly true that the uniform course, the uniform texts, and the uniform bi-monthly questions have had much to do in bringing all the high schools up to the standard of the best. The course follows:

FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.
Latin or German Agriculture or Botany Algebra English	Latin or German Physical Geography and General History Algebra and Geometry English	Latin or German General History Geometry English	U. S. History and Civics Commercial Arith. English Physics

The Latin is not to be discontinued until the Latin for entrance to college is completed.

Preference is to be given Agriculture over Botany in the first year. Five months of the second year are to be devoted to Physical Geography, and the balance to Ancient History. This should be done even if some portions of the text are omitted.

The English work is to consist of English Classics and English Composition. The Classics are to be read three days a week in both first and second years, and English Composition twice each week. In the third and fourth years the Classics are to be taught four days, and Composition one day.

### ADOPTED TEXTS.

#### LATIN—

Beginner's Latin Book, Gunnison & Harley. Silver, Burdett & Co.  
Caesar, Gunnison & Harley. Silver, Burdett & Co.  
Cicero, D'Ooge. Benjamin H. Sanborn & Co.  
Virgil, no adoption.

#### MATHEMATICS—

Algebra, Wells. D. C. Heath.  
Geometry, Wells. D. C. Heath.  
Commercial Arithmetic, Moore. American Book Co.

#### SCIENCE—

Agriculture, Bailey. The Macmillan Co.  
Botany, Bailey's Elementary. The Macmillan Co.  
Physics, Hoadley. American Book Co.  
Physical Geography, Dryer. American Book Co.

#### HISTORY—

Ancient History, Myers. Ginn.  
Modern and Medieval, Myers. Ginn.  
U. S. History, Hart. American Book Co.  
Civics, Ashley—"The American Government." The Macmillan Co.



## ENGLISH—

Composition, Brooks and Hubbard. American Book Co.

English Classics, no text adopted except Swan Edition of Shakespeare (Longman, Green & Co.), Howe's Primer of English Literature, D. C. Heath & Co.

## GEOGRAPHY—

Commercial Geography, Adams. Appletons.

## ASSIGNMENT BY TERMS.

(A term herein means two school months.)

## LATIN.

*First Year.*

FIRST TERM—Emphasis on forms throughout. Sounds should be learned from board, and text should be used as reference merely. More declining and conjugating should be insisted upon than is required in the text. Cover pages 1 to 56.

SECOND TERM—The declension of Qui and its agreement, and the form of the present subjunctive are to receive special attention. Cover pages 56 to 96.

THIRD TERM—The perfect system is to be emphasized. Cover pages 96 to 136.

FOURTH TERM—Pages 136 to 182.

*Second Year.*

FIRST TERM—Complete text, including Caesar, Book I to Chapter 30.

SECOND TERM—Caesar, Book II, and such composition as is found in Gunnison & Harley, based on the Latin read.

THIRD TERM—Book III, including daily composition as above.

FOURTH TERM—Complete Book IV, composition as before.

*Third Year.*

FIRST TERM—Cicero, first oration against Catiline. Composition based on Latin read.

SECOND TERM—Second oration and composition.

THIRD TERM—Cicero, orations III and IV, and such composition as can be done.

FOURTH TERM—Two short orations of Cicero or one of the longer.

## AGRICULTURE.

*Text*—Bailey's Principles of Agriculture.

*Supplementary Text*—Streeter's *Fat of the Land* (The Macmillan Co.).

*References*—1. Brook's Agriculture (The Home Correspondence School, Springfield, Mass.). 3 volumes, \$3.00.

2. Agriculture for Beginners (Ginn & Co.). 75c.

3. First Principles of Agriculture (American Book Co.). 80c.

4. Winslow's Principles of Agriculture (American Book Co.).

5. James' Practical Agriculture (D. Appleton & Co.). 80c.

6. Bessey's New Elementary Agriculture (University Publishing Co., Lincoln, Nebraska). 60c.

7. King's The Soil (The Macmillan Co.). 75c.

8. Roberts' Fertility of the Land (The Macmillan Co.). \$1.25.

9. Voorhees' Fertilizers (The Macmillan Co.). \$1.00.

10. Fisher's Practical Studies in Agriculture (Purdue). Free.

11. Farmer's Bulletins from Purdue University. Free.

12. Farmer's Bulletins from the Department of Agriculture, Washington, D. C. Free.

13. Bulletins may be obtained *free* from any State agriculture experiment station.

14. See State Course of Study for further references.

FIRST TERM—Text, pp. 1-105. The meaning of agriculture. The soil. Soil texture. Preservation of soil moisture. Tillage. The soil mulch. Drainage. Maintaining soil fertility. Fertilizers. (See pp. 77-99 of Winslow's Principles of Agriculture, on Fertilizers.)



Send for the bulletins to which references are made at the close of chapters.

**SECOND TERM**—Text, pp. 106-200. Four or five days may be profitably spent on a brief general view of the plant kingdom from the simple one-celled *Pleurococcus* of the *Thallophytes* to the highly developed composites of the *Spermatophytes* (Coulter's *Plant Studies*, pp. 221-282). But this work should not be attempted unless the teacher is sufficiently prepared that he can do it without much effort.

Structure and function of leaves, pp. 28+, Coulter's *Plant Studies*.

Structure and function of roots, pp. 89+, Coulter's *Plant Studies*. The seed bed. Tillage and plant growth. Pruning and spraying. Pastures, meadows, and forage.

Some special work should be done upon seed selection, and the work of Prof. Holden on corn. (See Farmer's Bulletin No. 77, from Ames, Iowa; bulletins on corn-breeding from Urbana, Illinois; bulletins No. 199 and 272, from Washington, D. C.; and Bulletin No. 110, and Circular No. 2, from Purdue).

Special bulletins from the United States Department of Agriculture, Washington, D. C.:

No. 215—Alfalfa Growing.

No. 66—Meadows and Pastures.

No. 246—Sorghums for Forage.

No. 164—Rape as a Forage Crop.

No. 181—Pruning.

No. 161—Suggestions for Fruit Growers.

No. 146—Insecticides and Fungicides.

No. 171—The Codling Moth.

**THIRD TERM**—Text, pp. 201-279, omitting pp. 259-263 in mixed classes. The farm animal. Animal life. Feeding. Composition of foods. The balanced ration. The feed lot. The stock barn.

Before this part of the work is reached, Streeter's *Fat of the Land* should be read (except in commissioned schools). It will aid greatly in the discussion of poultry, the dairy, and hog-raising.

Following are some special bulletins from Washington, D. C.:

No. 205—Pig Management.

No. 272—Hogs and Corn.

No. 141—Poultry Raising.

No. 170—Principles of Horse Feeding.

No. 143—Conformation of Beef and Dairy Cattle.

No. 71—Beef Production.

No. 49—Sheep Feeding.

No. 96—Raising Sheep for Mutton.

**NOTE**—If time remains after the completion of the work outlined above, special subjects should be assigned for investigations and reports.

**FOURTH TERM**—(Commissioned schools) Streeter's *Fat of the Land*, and special subjects.

## MATHEMATICS.

### *First Year.*

**FIRST TERM**—Well's *Algebra* to page 75. It is assumed that all pupils entering high school leave the grades with the elements of *Algebra* and, therefore, have need only of a review of the fundamental processes. However, Chapter VII should receive special emphasis.

**SECOND TERM**—This term is the most important in the *Algebra* course. Emphasis on factoring and fractions. Pages 75 to 127.

**THIRD TERM**—Pages 127 to 186.

**FOURTH TERM**—Pages 186 to 248.



*Second Year.*

FIRST TERM—A brief review of previous four chapters. Pages 248 to 286.

SECOND TERM—Complete text to page 321.

THIRD TERM—Well's Geometry, Book I.

FOURTH TERM—Books II and III.

*Third Year.*

FIRST TERM—Books IV and V.

SECOND TERM—Review Plane Geometry. Some teachers will prefer to devote more time in doing the work of the past terms.

THIRD TERM—Complete Books VI and VII of Wells' Solid Geometry.

FOURTH TERM—Complete text.

*Fourth Year.*

Commercial Arithmetic, first two terms of fourth year, if needed. The amount covered is left to instructor.

## PHYSICS.

FIRST TERM—Chapters I, II, III to page 108.

SECOND TERM—Chapters IV, V, VI to page 190.

THIRD TERM—Chapter VII and X. This includes heat and light in the same term's work, and is preferable to separating these topics by other unrelated subjects. Heat, sound and light are all forms of wave motion and should be studied consecutively.

FOURTH TERM—Chapters VIII and IX. Electricity and Magnetism.

## ENGLISH LITERATURE.

*First Year.*

For class study, one book each term; Sketch Book, Mosses from an Old Manse, Twice Told Tales, Evangeline, to be studied in order named. Outside reading: Vicar of Wakefield, Treasure Island, Last of Mohicans, Bunyan's Pilgrims Progress.

*Second Year.*

FIRST TERM—Pope's Iliad.

SECOND TERM—Lays of Ancient Rome and Ivanhoe.

THIRD TERM—The De Coverley Papers, and Essay on Addison.

FOURTH TERM—Julius Caesar, As You Like It.

Outside reading: Cranford, Silas Marner, Talisman.

*Third Year.*

FIRST TERM—Merchant of Venice and Twelfth Night.

SECOND TERM—Macbeth.

THIRD TERM—Idylls of the King, Tennyson.

FOURTH TERM—Emerson's Essays.

Outside reading: Henry Esmond, She Stoops to Conquer, Tale of Two Cities.

*Fourth Year.*

FIRST TERM—Chaucer's Prologue and Knight's Tale.

SECOND TERM—Milton's Minor Poems or Books I-II of Paradise Lost.

THIRD TERM—Macaulay's Essay on Milton.

FOURTH TERM—Burke's Conciliation.

Outside reading: Franklin's Autobiography, The Ancient Mariner.

## ENGLISH COMPOSITION.

*First Year.*

Two days each week. Description and Narration. Follow text.





*Second Year.*

Two days each week. A review of Description and Narration; also Exposition and Argumentation. Follow and complete text.

*Third Year.*

One day each week. Complete text if not previously completed. Longer themes should now be attempted. The Short Story.

*Fourth Year.*

One day each week. Work on longer themes, investigating topics for original presentation, leading up to the graduating thesis.

## PHYSICAL GEOGRAPHY.

Dryer's Physical Geography.

FIRST TERM—To Lakes and Lake Basins, page 135.

SECOND TERM—To Chapter XXII, page 273.

THIRD TERM—(First half) Complete as much as is deemed essential of Book IV. Omit Book V. These should be covered in Botany or Agriculture, and in the Commercial Geography work.

Work should cease at the end of the fifth month.

## HISTORY.

Since the history course is confined to less than two and one-half years, and must cover a great field of history, the teacher should very carefully organize the work so as to put the emphasis upon the important movements and phases. Completion of the work outlined in the course requires the class to take long lessons, but the skillful teacher can, by directing the attention to threads of thought and movements of importance, lead them to do the work with a considerable degree of thoroughness.

The work should begin with Ancient History, not later than the middle of the third term of the second year.

In the third year the remainder of Ancient, the Mediaeval and Modern History should be covered, and in the fourth year United States History, followed by Civics.

*Second Year.*

THIRD TERM—(Last half) Pages 1-107.

Introduction. Races and Groups of People, Part I.

An attempt should be made to show the relation of the eastern nations to each other in time, space and progress in civilization.

FOURTH TERM—Pages 107-350, Part II. This covers one of the most important periods and countries of the world and should be carefully done.

*Third Year.*

FIRST TERM—Pages 350-571, Part III.

SECOND TERM—Pages 571, Book I to Chapter XVII, page 198, Book II.

THIRD TERM—Pages 198-454.

This completes the work to Chapter XXIX, The Rise of Russia.

FOURTH TERM—Pages 454 to end.

*Fourth Year.*

FIRST TERM—United States History, pages 13-303.

SECOND TERM—United States History, pages 303 to end.

THIRD TERM—Civics, pages 1-147. The plan of this work is to begin at home and learn just how our town and township governments are carried on before the state and national governments are considered. This gives life and interest to the work, and leads the pupil to feel that there is something real in Civics.

FOURTH TERM—Civics, pages 147 to end.



## High School Athletics and Oratory.

At the county institute in August, 1902, steps were taken looking toward a permanent organization to control and direct athletics and oratory in the high schools of the county. A committee was appointed to draft a constitution. This committee consisted of G. M. Wilson, Chairman, C. O. Free, and O. C. Pratt, and a report was made on the following day. The constitution remains today almost as drawn, but is here given with all changes and additions.

### *Constitution of the Hendricks County High School Athletic and Oratorical Association.*

1. The voting members shall consist of the high school teachers of the county. The officers shall be a president, a vice-president, and a secretary-treasurer.

2. The purpose of the association shall be to manage a football league, a basketball league, an athletic meet, and an oratorical contest.

3. The president shall be the executive officer, presiding at meetings; and he with the other two officers shall constitute an executive committee on the management of details. But all matters of policy, and so far as possible all details, shall be submitted to the association for vote, by letter if the association can not be called together conveniently.

The secretary-treasurer shall receive and keep funds, disbursing them only on an order from the executive committee. He shall keep a permanent record.

The vice-president, in addition to the usual duties of a vice-president shall be yell-captain for the evening of the oratorical contest, with duties implied by the term.

4. Football or basketball league.

a. Thirty-five per cent. of the gross receipts of each game shall go to the visiting team, five per cent. to the secretary-treasurer, and sixty per cent. to the home team. The visiting team shall be furnished a dressing room.

b. The International League rules shall govern, and umpire and referee shall be chosen from other towns when possible. When not, the visiting team shall have choice of umpire or referee. But disputed decisions must be proven by the rules.

c. The score shall be based upon the number of games won out of all played, ties not counted, standard 1,000. A team shall not win the pennant unless it shall have played five or more games, shall have played return games fairly and when possible, and shall have had a game each with the second and third teams. The executive committee shall have power to change the schedule to secure these points.

d. Only pupils of the school shall play, and a team violating this rule shall forfeit a game if won.

Before a game principals must certify as follows:

(1) That the following persons, to-wit: .....are members of the ..... team of the ..... school.

(2) That each of the above persons has been in actual attendance at the ..... school since within two weeks of the present school year.

(3) That each has carried during this time four regular school studies and has maintained a passing grade in each.

(4) That each during his last year in school made promotion or at least three credits under a credit system.

(5) That none of them is a graduate of this or any other school of four years' work.

(6) That none has received remuneration for playing or instructing in athletics.



- (7) That each of them agrees to forfeit his (or her) place on the team if he indulges in smoking or intoxicants or improper language or conduct, on the practice field, during any athletic contest, or while away from home as a member of the team representing the school.
- (8) That no one of them has represented this school in athletic contests more than three previous years.
- c. A pennant shall be bought with the five per cent. by the secretary-treasurer. The same shall be in the colors of the winning school and contain, "Hendricks County High School ..... championship, 190..." The pennant shall be presented to the winning school by the officers of the association.

#### 5. Athletic meet.

- a. Held at Danville in the spring at the convenience of the weather, the executive committee managing the same.
- b. Events and details to be announced by the executive committee at the Thanksgiving meeting of the teachers of the county.  
The events last spring (1907) were:
  - (1) One-hundred-yards dash.
  - (2) Running broad jump.
  - (3) One-hundred-twenty-yards, hurdles.
  - (4) Shot put.
  - (5) Running high jump.
  - (6) Mile run.
  - (7) Pole vault.
  - (8) Baseball throw.
  - (9) Quarter-mile run.
  - (10) Running hop-step or hop-hop and jump.
  - (11) Half-mile relay by team of four.
- c. Proceeds to go into the association funds.

#### 6. Oratorical contest.

- a. The oratorical contest shall be held in Danville on the first Friday evening in March.
- b. Each high school shall have one representative, whose name shall be filed with the president of the association at least three weeks prior to the contest. This contestant must be doing regular and creditable work in the high school which he or she represents.
- c. No contestant shall be permitted to deliver any oration, part of which has ever previously been delivered in public or appeared in print, unless due credit is given. The length of an oration shall not exceed ten minutes.
- d. Appropriate gold and silver medals shall be awarded to the winners of first and second places respectively.
- e. There shall be three judges on composition and three judges on delivery. Composition and delivery shall each count 50 per cent. The judges shall be chosen by the executive committee, and no one shall be eligible who is connected with any contesting school. The names of the judges shall be announced at least two weeks prior to the contest and changes shall be made if reasonable objections are offered against any of them.
- f. No tin horns or unruly conduct allowed. The vice-president shall direct the yelling.
- g. The order in which schools speak shall rotate, the first one year being last the next year, except new schools entering take last place always.

Schools spoke in 1907 as follows:

Brownshurg, Plainfield, Amo, Clayton, Danville, Pittsboro, Avon, New Winchester, North Salem.





Pauline White, 1904



Forrest Ellis, 1906



Esther Ward, 1905.



Ray Whyte, 1907.

#### ORATORICAL WINNERS.

Walter Ratliff won first honors in 1903 for North Salem, but he is in California and a photograph was not secured.

1871

1871

1871

1871

1871

1871



## HONORS IN ATHLETICS AND ORATORY.

	FOOT-BALL.	ORATORY.	FIELD MEET.
1902-3.....	North Salem.	North Salem. (Walter Ratliff.)	
1903-4.....	North Salem.	Amo. (Pauline White.)	North Salem. (64 points out of 108.)
1914-5.....	Amo.	Clayton. (Esther Ward )	Brownsburg. (32 points out of 108.)
1905-6.....	Brownsburg.	Brownsburg. (Forrest Ellis.)	Danville. (48 points out of 108.)
	BASKET-BALL.		
1906-7.....	Pittsboro.	Danville. (Ray Whyte.)	Brownsburg. (42 points out of 99.)
1907-8.....	North Salem girls. New Winchester boys.		

The value of athletics and oratory in a high school depends entirely upon how it is used and controlled by the teacher. It is impossible to calculate the harm done by a teacher who will scheme to play a boy not eligible under the rules. The rules should be enforced strictly, and to my knowledge there has been no exception in this county. The highest standard has been maintained, so that it is an honor to be on one of the athletic teams. Athletics properly guided and controlled is a great power for good, and forms the best sort of a lever for holding the boys in school and doing creditable work.



## High School Graduates, 1903-1907.

### AMO.

1904—Course extended to four years.

1905—Jessie Varley, Wett Varley, Gurn Coopridger, Charles Osborn, Ora Phillips, Ross Trester, Adolphus Coopridger, Ruth Cates, Charles Lambert.

1906—Lena Phillips, Pansy Greenlee, Clarence Masten, Will McAninch, Orpha Masten, Edith Owen, Fred McAninch, Estella Phillips.

1907—Henry H. Vickrey, Elsie M. Garrison, Frank H. O'Neal, Thomas O. Masters, Edith E. Atkins, Merwyn Hunt, Earle W. Record, Lou Etta Davis, Forest Kelley.

### AVON.

1904—Minter Bailey, Stella Hadley, Earl Ferree, Irene Barker, Herman Barker, Kate Long, Grace Carter, Grace Hollingsworth.

1905—(Four years course) Kate Long, Irene Barker.

1907—Sarah B. Watt, Ada Reed, Orion S. Merritt.

### BROWNSBURG.

1904—Course extended to four years.

1905—Arlo Walker, Kate Walsh, Frank Davison, Clara Arbuckle, Ernest Gray, Nella Carter, Blain Gilbert.

1906—Laurel Lingeman, Vance Mugg, Forrest Hughes, Margaret Greeley.

1907—Florence Griner, Forrest Leonard, Forrest Ellis, Saluda Kildow, Lawrence Symmonds, Harry Hughes.

### CLAYTON.

1904—Course extended to four years.

1905—Albert Hayworth, Grace Baron, Frank Edmonson, Osie Overman, Benjamin Edmondson.

1906—Esther E. Ward, Nelle I. Peck.

1907—Ethel Mae Peck, Osie Eula Scott, Beulah May Trester, Nettie Ellen Harper, Willard Erwin Worrell, Maurice Eugene Worrell, Flossie Eunice Craven, Pearl Amanda Richardson, Ralph Wallace Edmondson.

### LIZTON.

1904—Ethel Wilson, Alvin Hall.

1905—Orphie Graham, George Dungan.

1906—Artie Bailey, Walter Shartle, John Dungan, Nitis Hall, Cleo Higgins.

1907—Course extended to four years.

### NORTH SALEM.

1904—Everett Kurtz, Murle Davidson, Vera Noland, Walter Ratliff, George Tucker, Asa Kurtz, Charley Montgomery, Jessie Lamb.

1905—Clay Pickett, Albert Ratliff, Francis Hypes, Eugenia Wren, Edith Cook, Logan Owen, Harry Emmons, Mabelle Kendall, Vesta Robbins, Otha Duckworth.

1906—Angelina Mary Miles, James Henry Clay, Emma Catharine Martin, Clarence Edmund Sparks, Irene Maurine Sommerville, Ralph Emerson Jones, Laura Jane Smith, Daniel Sommer Robinson, Elva Ione Sheekles.

1907—Lula Miller, Lottie Davis, Fernie Chapman, Goldie Davidson, Retta Henry, Lora Hypes, Agnes Tucker.

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## PITTSBORO.

1904—Grant Martin, Clayr Alexander, Esther Wells, Carl McDaniel, Ernest Brumfield, Grace Hott, Maude Worrell, Blaine Brumfield, Chester Pike, Bertha Thompson.

1905—Fred Abner Parker, Charles Ginn, Loyal Monroe Schenck, Emma Viola Goodson, Cora Edna Taylor.

1906—Ruth Wells Janes, Ernest Ross Walter, Letha Ethel Booker, William Ernest Alexander.

1907—Jennie Keenan, Nellie Neaville, Edna Duncan, Ruth Ridgeway, Edna McDaniel.

## PLAINFIELD.

1904—Albert P. Barlow, Ralph J. Bly, Harry S. Havens, Lola Blaine Kelley, Grace Hortense Mattern, Bessie Sulvay Westlake.

1905—(Four years course). Hattie Mae Calbert, Mary Irma Ragan, Vance C. Smith, Artelia Tomlinson, Georgiana Vickrey.

1906—William Herringlake, Joseph Morgan, Edith Ellis, Helen Havens, Leona Blair, Minnie Sims, Joyce Bridges.

1907—Minnie Carter, Nancy Hadley, Eva B. Hiatt, Chester A. Tilghman.

## STILESVILLE.

1904—Arthur Woods, Hugh Crawford.

1905—Callie M. Shields, Ralph Martin, Stella A. Shields, Ivan F. Ruark, Hallie Merle York, Mary J. Dyer, Dorus T. Macy, Hazel Gladys Gibbons.

1906—Emmett Staggs, Melville McHaffie, Austin Terril.

1907—Lesta Buis, Hurley Rector, Ruth Coble.



## Bulletins.

During the last four years, bulletins have been sent out from time to time dealing with various phases of the school work, as follows:

Bulletin, October 2, 1904.

Bulletin, February 22, 1904.

School Plans, County Institute, 1905.

Bulletin No. 2, 1905-6.

School Plans, First Township Institute, 1906.

Bulletin No. 2, 1906-7.

Special Corn Show Bulletins, 1905, '06, '07.

Special bulletins on composition contests and Louisiana Exposition work.

Many requests for the early bulletins can not be complied with, as the supply has been long since exhausted. To meet this demand and to enable patrons and pupils to have an opportunity to read them, they are included in this manual. The material has been re-arranged and all matter is omitted which is not of a more or less permanent nature.

### INTRODUCTORY TO SOME OF THE BULLETINS.

DANVILLE, IND., October 2, 1904.

FELLOW TEACHERS: We are beginning a new year with its many and new opportunities. Let us improve them. Our advantages are also increased. Let us appreciate and use them. The success of your school will depend upon YOU, however. The new course of study may assist. The new wall paper, the oiled floors, the supplementary reading, the primary supplies and other assistance furnished by the trustee will make your work easier. My suggestions, example and efforts may mean something to you. But, in the last instance, the success or failure of your school depends upon you, the teacher. I shall hold you responsible for success, and I shall give you full credit for the measure of success attained. Have courage, show decision, work hard. Make your school work in its various phases the one object for your strength and ability.

DANVILLE, IND., February 22, 1904.

FELLOW TEACHERS: The hearty responses to my last letter indicate that it was received in the spirit of good-fellowship and helpfulness in which it was sent. The county superintendent of a neighboring county is attempting a close supervision of his schools. He sends out a letter each week making the assignments in each subject for the following week. I doubt the advisability of such a course and I shall not imitate it. My purpose in this letter, as in the last, is:

*First*—To answer many questions which naturally arise with the conscientious teacher.

*Second*—To give suggestions the need of which has been indicated by experience or observation.

*Third*—To join favorable criticism with unfavorable in such manner as to bring the poorer schools nearer the standards of the best. Let us *work together*.

January 25, 1904.

FELLOW TEACHERS: There are less than a dozen teachers under my jurisdiction that I have not visited at least once this school year. My observation convinces me that my "School Plans" issued last fall has done some good; and leads me to reinforce it with this mid-winter bulletin. Much that is contained in this bulletin has been taken from my observations of the work of the best teachers. Strangely enough the best teachers will be most helped by this bulletin. To him that hath shall be given; from him that hath not shall finally be taken away even that which he hath. Let us use our talents, fellow teachers, and so increase them. Let us strive constantly to become better teachers, more earnest, more honest, more progressive.





November 24, 1906.

**FELLOW TEACHERS:** In coming to you with this second bulletin thus early in the year, I assure you that I come in the best of spirits. The visiting day for each teacher in the county, the large attendance at the State Teachers' Association, the beginning teachers' meetings followed by an early visit to each beginner, the work in agriculture culminating in the corn contest and the Purdue excursion, the raising of the high school course from a three to a four-year course and the systematic effort to build up the high schools by getting all common school graduates into high school and by pushing to the standard of the commissioned school, the effort to plan and supervise the work a little more closely than heretofore, these things, together with the fine spirit of helpfulness and co-operation among the teachers and trustees, have made it possible to raise the standard of our schools and to secure results not possible without much effort and sacrifice.

The notion once prevailed that a beginning teacher should not be expected to accomplish anything the first year, that a year was necessary in which to learn. But this is a great economic loss when one-fifth of the teachers are beginners each year. The work with beginners proves that the first year may be a year of real results, and that a beginning teacher for a school need not mean much loss to the pupils. The situation is helped by the fact that the high school course is now four years. All beginners are high school graduates and some secure a year of normal training before teaching. The trustees help secure this standard by paying more to those meeting certain educational requirements. But the visiting day has been the greatest single aid in raising the standard of our school work, and the attitude of the trustees when the subject of a visiting day for this year was brought up at their November meeting, shows that it has come to stay. The visiting day tends to bring all work up to the standard of the best by passing the good things around. Each of these advance steps is small in itself, and its effect alone can scarcely be noticed in a single year. But taken together in the course of a few years, their effects are very apparent. It is like the five per cent. saved on the book business during the last three years. In a single year it amounts to only about \$200. But in three years it is \$600, or in ten years \$2,000, and \$2,000 saved to the taxpayers of the county is worth considering.

The successes of the past need not receive further comment at this time, but they are sufficient to give us courage for the future. The future will see \$3.00 a day paid to our best grade and district teachers. The future will see the rural population demanding that their children be placed on an educational footing equal to the best in towns and cities, and this will mean school consolidation, longer terms, and the best teachers for their children. The future will see the farm reinforced by the school through more industrial and agricultural education. The future will see the township principal doing more supervision in co-operation with the county superintendent. But the future will see none of these things except as we, the teachers, prepare for them, work up to them, and carve them out. Let us upward then and onward.

## THE BULLETINS.

**THE TEACHER.**—Schools are supported that the child may be trained in politeness, disciplined into strong character, and refined and cultured by knowledge. The teacher is the important factor in securing these results. The child is the object but the teacher is the means. A teacher should remember this and neglect nothing that will make her a more effective means. A strong personality can be developed. Politeness and general refinement are taught by example or not at all. In securing work, order, and obedience, the teacher does more to develop character than in hearing lessons. A school should be dismissed with system for this reason. The spirit of the teacher should fill the school-room, making pupils more orderly, more polite, more tasteful in dress, more considerate of others. I was with a teacher recently at the close of school. The pupils were merely "excused." At the word, they leaped from their seats, ran, jumped, scrambled, shouted, stamped. They snatched their wraps and dinner-buckets. A few started home. The rest lingered, shuffled noisily about, beat the stove and desks with "shinney" clubs, or crowded around the teacher refusing to "run on home" or "go away" at her bidding. Poor teacher! What could she do? One thing is certain—she can accomplish nothing until those pupils are disciplined. I doubt if whipping or scolding will meet the requirements of this case. When a house is made clean by whipping out one evil spirit, immediately seven more will enter. A teacher should be large minded, should understand herself and should know from the beginning what to require from her pupils. Many teachers enter the profession without adequate preparation and are so overcome with routine work and minor details, that they fail in the larger things of the profession—instilling politeness and respect for others, building up good habits and strong character, securing refinement and true culture, and establishing high ideals of manhood and citizenship.



ORDER.—I arrived at noon. The pupils had finished dinner and were standing around in knots. I spoke. Most of the pupils looked bashful, until the leader of the big-boy knot said, "Har—ye." Then the others laughed. "Do you want Bill," said the same boy. "Who is Bill?" "Our teacher." "I'll go in." As I walked in, the teacher rose from his chair. In my mind, his personal appearance justified the pupils in calling him "Bill." If he had shaved, changed collars, put on a tie, polished his shoes and brushed up, they would have called him "William" or possibly "Mr. Smith." The bell was rung at 1 o'clock, and in came the pupils, running, stamping, scraping, pushing, laughing and talking. The teacher finally secured quiet and said "Books!" Classes were called without any system. Pupils stood, sat, or lounged around in reciting. Recitations were interrupted by snapping fingers, whispering and general confusion, although the teacher made an extra effort to maintain order while the county superintendent was present. At rest the pupils were turned out. (Two schools furnish all the material used in the above.)

At noon I arrived at school No. 1, Marion Township. The teacher was in the yard playing with the pupils. She recognized me as I drove up and came to the house. Shortly before bell-time, she called in her eighth year pupils and introduced them to me. I talked to them until the bell rang. The pupils came in quietly and orderly, going to their seats and immediately beginning work. There was no whispering. All but two pupils had their names on the "Honor Roll." There was no snapping of fingers. There was no confusion, all were busy, for assignments had been made definite and the teacher expected lessons prepared. Classes were called with system and at rest the school was dismissed with system.

Remarks: The pupils in the first school were naturally as bright and as governable as in the second. The second teacher projected her own neatness, politeness, diligence and order into the school. The first teacher lacked these himself and the pupils would not supply them of their own accord. The teacher makes the school. Do not continue work for one minute while confusion reigns.

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TEACHING vs. KEEPING SCHOOL.—Within a single week this fall, I saw three shameful illustrations of school keeping. A seventh year class was trying to recite "Little and Great," while the teacher followed with open book to see if the pupils were saying it correctly.

In another school there was what was supposed to be a recitation on the participle. The teacher with open book asked questions; the pupils with open books, answered. There was no teaching, no thinking, no understanding, but mere formal word saying.

In another school a teacher was conducting a Physiology recitation by merely asking the questions at the close of the chapter, when she had not so much as read the chapter.

Why should someone be paid the wages due to expert service for such miserable work. There was no teaching. An ignorant chaperon or guardian might be secured for \$1.00 or \$1.50 a day and do as well. For a member of the class could follow with open book to see if lessons were learned. Such unprofessional service is what keeps teachers' wages down, and it should. Such teachers should be heavily fined for neglect of duty, and the proceeds used to increase the salaries of true teachers.

The true teacher *works* early and late, and spares no sacrifice. She works with the pupils, preceding them and guiding them in the thought process. If a poem is to be committed, it is first thoroughly understood, and then committed by all, including the teacher. Lessons are mastered by the teacher and taught, not in the words of the book, parrot-like, but in the realm of the child's experience. The new truth is related to the old and the thread of thought is kept by constant review. There is masterly, scholarly, organized teaching.

Do not be a drone in the profession, a dead weight upon the wheel of progress. Do not even be content with fairly good formal text work. Be a true teacher in the broadest and deepest sense of the term—a giver of new life and truth and inspiration.

THE SCHOOL YARD.—In connection with our work on agriculture, nature study, and geography, the school yard may very properly receive attention. The purpose in this case is beauty rather than knowledge. Many school yards have an appearance of barrenness, desolation, and unattractiveness. At least *one* school yard in the county is being transformed. For years it has been like other school yards—littered with leaves, scrap-paper, dead grass, weeds and chunks. It was rough and uneven in a corner where the dirt from the well had been dumped when the well was dug. The teacher has divided the yard into sections, assigning a section to each grade. The yard is now taking on the appearance of a public park. It has been leveled and raked. All leaves, chunks, and dead grass have disappeared. Scrap-paper is not thrown on it by pupils, as formerly. Trees, roses, shrubbery, and some perennial flowers (like chrysanthemums) are being set out. The pupils are doing the work. The teacher is merely planning and suggesting (as per Farmers'

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Bulletin No. 185, Washington, D. C.), and making a record of the work and workers to leave in the register for the benefit of the next teacher.

This is an actual case. It shows the leadership of a true teacher. Does it contain a suggestion for you? The suggestion is more easily carried out in a graded school, but it may be carried out in any school.

**DECORATIONS.**—I wish to commend you, teachers, upon the high standard of school-room decoration now prevalent in the county. A Sistine Madonna, a Transfiguration, a Sir Galahad, a masterpiece in large form and well framed, is now the rule. Magazine covers and cheap unframed pictures should not be tacked up. The tacks deface the walls and the pictures are no credit. A school house should rank as a dwelling, not as a barn. School officials realize this, and are improving school houses accordingly. Good teachers realize this, and are decorating accordingly. Better one good picture, than many poor ones.

**GRADING.**—There is only one way to grade a manuscript, and that is to give just what it is worth, the text and the additional material brought out in the recitation being used as the standard. Proper forms should be insisted upon at all times, and some little deductions made for improper forms or misspelled words. Deductions due to improper forms, absence of capitals or periods, and misspelled words should never exceed say 10 per cent. on any subject; but all such mistakes should be indicated by the teacher.

The grades placed in the register and sent home on the report cards, should be made up from the pupil's class work as well as all examinations for the two months. The bi-monthly examination grades should not count more than half in determining a pupil's standing.

**PROMOTIONS.**—Your school will soon close. Let me urge you to be faithful unto the last. In making promotions, do not try to curry favor. Do the best thing for the school and for the pupils. An undeserved promotion injures the pupil, injures the school, and is not best for you. If you are in doubt about a pupil, fail him conditionally instead of promoting him conditionally. Such a course will make it fifty per cent. better for your successor, and you will likely be some one's successor, if not your own.

One word more about your successor. You should make your report to him full and complete. Indicate the page or the lesson where you stopped in each text. Try to leave your school classified into five grades (if a country school).

**FURTHER SCHOOLING.**—I'm glad to note that many of the teachers expect to attend a normal school or college during the spring and summer vacation. The County Board of Education encourages further schooling and has offered to pay higher wages to teachers who meet the now generally accepted standard (see p. 82). I have offered to consider the same in determining the success grade (p. 82). Thoroughly trained teachers do not go begging for a position. There is much friendly rivalry among trustees and school boards to secure the best teachers.

**ARITHMETIC.**—The eighth year arithmetic was called. "Did you get your problem today, Stella?" "No, I don't understand it." "Well, you may try it at the board again today." The other members of the class were assigned problems that they had solved. "Our time is about up. You may pass to your seat, Stella." "I didn't get it." "Well, I'll try to notice that one to-night." "John, you may explain." John explained. Time was up. The next ten problems were assigned for the next day.

In a graded school, the fourth grade arithmetic was called. Two pages of problems were explained from the note books. Each pupil used a different form for his work so there was much disagreement and useless discussion even when results were uniform. The teacher's lack of decision (or preparation) made matters worse. The work was finally completed and the next lesson assigned.

It was the first recitation on the G. C. D. (in algebra) by the second method, p. 91, Milne. "How many didn't understand these problems?" All but two raised their hands. "Well, they are a little difficult, but you ought to be able to get them. John, you and Emma pass to the board with the fourth and fifth problems." John solved his problem by the first method (factoring), securing the correct result. Emma tried to solve by the second process, but missed the result because of a mistake in subtraction. The teacher sat on a stool at the side of the room. The pupils were asked to notice Emma's problem. Finally one of them noticed the mistake in subtraction. The teacher told Emma to be more careful. John was asked to explain his problem. He did so. "How do you know your result is correct?" The pupil was disturbed by this question, but said they had been securing the answers by that method. Attention was again directed to Emma's problem, but it was



not corrected and finished. The teacher took another tack and asked how many remembered finding the G. C. D. of large numbers in arithmetic, numbers too large to factor. No one remembered. The teacher left his stool, went to the board and solved a problem. But the pupils could not tell which number was the G. C. D., the last quotient, the last dividend, or something else. Finally, a pupil who had solved the problem by the factoring method, correctly guessed, "the last divisor." The class was sent to the board—and the bell rang.

Remarks: Not one of the above cases has been exaggerated. Each is an illustration in a different way of wasted energy on the part of pupils, of lack of energy on the part of the teacher. At the first school, I asked for a book and glanced through Stella's problem. I immediately saw the mistake, pointed it out to the teacher at rest, and asked him to speak to Stella about it. The teacher should have seen the mistake the day before and saved Stella two days of worry and discouragement.

The other instances tell their own stories of drudgery and lack of interest. The teacher who is simply hearing lessons or "putting in time" is a thief and a robber. He steals public money. He robs youth of the joys of attainment and progress.

Notice a brief report of a fifth year recitation by a teacher who *prepared before recitation and worked during recitation*. "Any difficulties today? Which problem, Mary?" "The tenth." "How did you solve it?" Mary told. "Your process is correct. Let me see your work." "Your mistake is here. Correct it at once." There was no other trouble. The class was sent to the board and given ten minutes practice in solving problems like those assigned. The teacher followed every pupil (eight in the class) and as soon as a mistake was made, the attention of the pupil was called to it. The last five minutes was taken in noticing the new points in tomorrow's lesson and in solving one of the problems.

READING.—Seventh year reading. "Attention!" "Begin reading, Glen." Glen read a paragraph from the "Great Stone Face," spelling two words and mispronouncing three. The other three members of the class read a paragraph each, in similar fashion. "Continue the reading for tomorrow." The class was dismissed. No discussion.

The third year reading class read four pages near the middle of "Washington in the Wilderness." Pupils stood and read in turn, pupils and teacher telling unknown words. One-half to one-fourth of the words were unknown. Assignment—"finish the reading (4 pages) and tell all about the story, for tomorrow."

First year reading (p. 88). "You may read first, John." John read the entire lesson, one word at a time. Teacher corrected mistakes as made, being interrupted by a third year pupil spelling "Marathon" to be pronounced. Sam then read in the same manner, "nevertheless" being spelled out by a second year pupil. When Walter's turn came, he couldn't pronounce words and was excused. John was praised and was allowed to read again in the same monotonous fashion. The teacher made a capital for a third year pupil. Some discussion followed. Sam played with his pencil-box after he had read.

Remarks: The teacher in the first case above was simply putting in time. He had no other purpose. The teacher in the second case was a beginner. He was doing his best. He took my suggestions gladly. I expect to visit him again and see better work. The teacher in the third case had as his ideal of reading, the correct pronunciation of words. There was no expression. There was not much understanding. There was no team work or class interest. The teacher should not have permitted other pupils to interrupt the recitation.

I have seen some good recitations in reading. The new words were mastered as to pronunciation and meaning, and the thought of the selection was mastered before oral reading was attempted. The energy of the recitation was not consumed in having pupils correct mistakes. Phonics were properly used in the lower grades. The theme and purpose were properly worked out in higher grades.

Notice a brief description of a reading recitation in the first year. It was the third lesson on "Jumbo and Baby." The nine new words of the lesson were reviewed by being again spelled phonetically and pronounced. The pupils then began for the first time to read the lesson orally. The excellent results justified the teacher in entirely deferring the oral reading until the third lesson. There were eight in the class. All stood. The reading proceeded one paragraph at a time around the class. The lesson was read through six times so that each pupil should read each paragraph. One pupil stumbled on the word "around," another on the word "dead." Aside from these two errors, there was no mispronouncing, no hesitating, no stopping to spell words, no reading monotonously one word at a time. Periods, interrogation points and exclamation points were properly observed. There was good, *intelligent expression*.

This recitation so impressed me that I asked the teacher for the plans of the two preceding recitations. The nine new words had been noted as follows: "Jumbo, mother (c. f. mamma, pp. 23, 45, 57), dead, care, trunk, around, harm, bag, peanuts." These words had been placed upon the board. The vowels, consonants and silent letters had been marked.





The words had been spelled phonetically and pronounced. The pupils were then asked to "say something" and use each word. The teacher had assisted freely in this part of the work. The following old words had been noticed: "Odd—p. 42; takes—take, p. 37; keep—keeps, p. 44; puts—put, p. 43; candy—p. 44.

The work on this lesson is not recommended as ideal, but the chances are favorable that you can receive help by a careful study of its description. If you are a high school teacher, the description will apply with equal force to an attempt at translation without knowing forms and constructions.

**ADVANCED READING.**—The art laws of *purpose, unity, coherence and consistency*, as applied to literature should be left for advanced high school and college work. The critical study of the adaptation of form to purpose and the intensive study of embodiment and purpose should be deferred until the high school is reached. But beginning with the sixth year a little work can be done in the grades upon the central thought or theme of the selection. The danger is that this point shall be emphasized too early in the reading work. The first three years should be devoted to phonics and the mechanics of reading; teaching the ear-vocabulary as an eye vocabulary; getting the form for meaning already known; learning to read, so that later the child may read to learn.

During the fourth, fifth and sixth years, the child must begin to read to learn, and the time should be spent chiefly on story and narrative prose. But a little in the sixth year and more in the seventh and eighth years, attention should be given to literature proper in prose and poetic form. The theme of a poem can be worked out most easily for the first time, by the use of one of the simple picture-poems of our American authors. Each feature of the physical picture has a corresponding spiritual meaning. The theme is directly suggested by the spiritual meaning of the central physical feature, and the statement of the theme becomes merely a matter of stating the meaning worked out. Let us take Longfellow's *Light of Stars* as an illustration:

#### LIGHT OF STARS.

<i>Physical picture.</i>	<i>Spiritual meaning.</i>
Night .....	Sorrow in Longfellow's life, as the death of his wife.
Moon .....	Some encouragement or hope.
Light of stars.....	Light of reason.
Mars .....	Will ("The star of the unconquered will").
Chief point to picture=Mars watching over the night.	<i>Spiritual Meaning</i> =The will should control the passions (sorrow, grief, etc.).

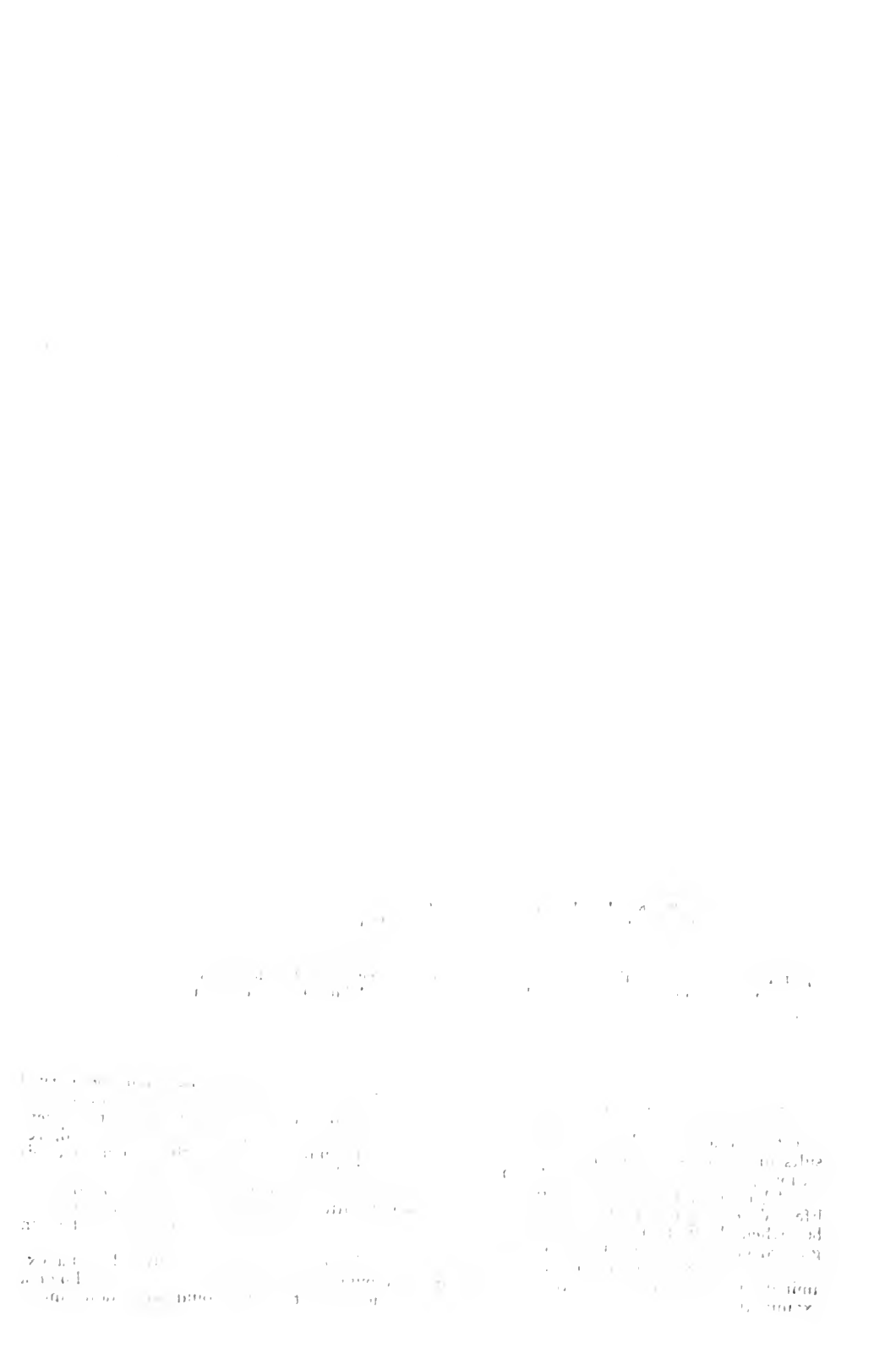
And so the theme arrived at is—"The will should control the passions." It has not been merely stated by the teacher and accepted by the pupils. It has been worked out by the pupils one step at a time, and it is theirs, *their own*. It was not accomplished in a single recitation. If this is the first time a theme has been worked out, it has taken a week or possibly two weeks, for the *pupils* have done the work. This does not mean that the teacher has not been working. He has been working, not scolding, not questioning coldly and disinterestedly, but working hard and sympathetically. He made out a list of questions before he began the study of the selection, but he has changed it and omitted from it, and added to it daily, while the selection has been before the class.

Some teachers may object that the theme of "The Light of Stars" is not properly stated above, that it is stated by Longfellow in the last stanza, or next to the last stanza. But the last two stanzas are not really a part of the poem. They contain a corollary each to the theme of the poem. The poem is really complete without them, but properly used and understood they re-enforce the theme.

Not every selection studied in the sixth, seventh and eighth year work should be worked out with the care and detail here indicated. In fact very few should be so studied, and those few should be selected with great care. The attempt to squeeze a theme out of every selection studied, and that, too, before the thought of the selection is half mastered, results in all sorts of abortive results. An eighth year pupil, writing on the diploma examination, gave the meaning of "The Day is Done" as follows:

"The meaning of the selection 'The Day is Done.' It is compared to the end of your life. When the day is done is compared to when the life is done, and you are in darkness, but when the judgment day comes you will be back to the light again, and when the sun goes around and comes back to light."

This sample is a fair average of the answers of those who wrote on the diploma examination last spring. It is true that all the best pupils were eliminated from the diploma examination by the method of promotion. But the poorest pupil should have done much



better with a selection so simple as "The Day is Done." It indicates that the attempt to force the theme has been premature and without adequate preparatory work. It indicates that more narrative prose should be read in the sixth, seventh and eighth years in order to avoid far-fetched, unwarranted, and abortive interpretations.

**PRIMARY READING.**—Those who teach primary reading properly, easily complete the Primer, and the First Reader during the first year. Some complete a supplementary first reader in addition to the above. They complete the Second Reader and one or two supplementary second readers during the second year. Their pupils have "learned to read," and are prepared to begin "reading to learn."

If you, teacher, meet up to this standard of efficiency, continue your method. If you do not, I must insist that you attempt to improve.

Send 36 cents in stamps to Silver, Burdett & Co., Chicago, for a "Teachers' Manual of Instruction, Ward's Rational Method in Reading." Get this manual in your possession and study it some before the preliminary institute. According to this manual, you should do the following work in the first year during the first eight weeks:

*First.* Do not use the Primer in the hands of the pupils.

*Second.* Teach the following list of sight-words comprising the full vocabulary of the first forty pages of the Primer:

I, see, a, kitty, ball, book, top, flower, yellow, blue, green, red, black, white, my, is, find, roll, —s, the, catch, spin, baby, has, little, run, and, she, can, he, dog, cat, big, this, have, you, it, not, read, bird, nest, tree, fly, cow, horse, fish, fan, mouse, one, two, three, four, five, eggs, bluebird, in, are, to, do, come, girl, boy, Fan, Ben, Prince, Howard, May, like, —ing, what, an, me, want, swim, here, goldfish, no, yes, doll, an, papa, gives, milk, some, does, catch, mamma, mice, them, her, squirrel, nut, rabbit, apple, umbrella, tub, ship, iron, pig, grass, hay, eat, feed, him, away, give, too, will, you, your.

There are 110 words in this list. As rapidly as possible, the pupils should be taught to know the meaning of these words and to recognize them readily. Use the words in sentences from the beginning, but do not use the sentences found in the book. Construct your own sentences and make plenty of them, but make them very short. Never allow a pupil to read a sentence until he is ready to read the entire sentence without a break, etc. Use script only at first. Gradually introduce print. Have the pupils familiar with print and ready for the book by the end of eight weeks.

*Third.* Drill on phonograms, as preparation for phonetic reading. Begin with the following: f, l, k, t, m, n, r, s, —a, o, e, i, —ing, ings, ight, etc. Gradually teach all consonants, consonant combinations, vowels, diphthongs, and common phonograms. Observe the three cautions on page seven of Ward's manual.

*Fourth.* Ear training. (1) Train pupils to have sharp ears that they may recognize words pronounced phonetically. (2) Each pupil will take an interest in learning its initial-letter sound, and the sounds of initial letters of other pupils.

Each day during the first eight weeks, attention should be given to the three lines indicated above—sight-words, drill on phonograms, and ear training. These three lines constitute the reading work. Along with this will go writing, story work, and some busy work.

At the beginning of the ninth week (possibly sooner, or later) sight-reading from the Primer should begin. And if the preparatory work has been well done, the first forty pages can be covered in about two weeks. During this time the drill on phonograms will continue, but the ear training will be replaced by the drill on the "blend."

Some time before Christmas the a, b, c's should be taught by means of the a-b-c song. Place the song on the board, and see who can follow it with the pointer. The names of the letters having been learned, spelling can begin.

I cannot follow this work further. The Rational Method has been thoroughly tested during the last eleven years, and I can reasonably expect that you use it, unless you have a better method. The work in phonics should continue through the fourth year at least.

**THE DICTIONARY.**—In the third year, *teach* pupils to use the dictionary to *pronounce* for them.

In the fourth year, begin to teach them how to find the meaning of a word.

Teach the pupils how to use the dictionary. It is a great storehouse of knowledge. Do not expect pupils to get a thing from the dictionary until you have taught them how to get that thing from it.

**MORE READING.**—There is a great difference in the way different teachers take hold of the first year reading work. Some barely touch it, permitting the "little dears" to play and idle away their time. Others take hold with a firm grasp and do work from the start. I can refer to some beginning teachers who are doing more work with first year pupils than



some teachers of considerable experience. A second year teacher who manages six grades in a district school in Lincoln Township, had, on November 12, taught the following to a class of beginners:

(1) Phonograms—ā, ā, ā, ā, ē, ē, ī, ī, ō, ō, ō, ō, ū, ū, ſ, ſ, ç, ç, k, l, m, n, p,

r, qu, t, v, w, y, y, z, ch, sh, th, ow, er, oy, ight, ail, an, ink, ook, ing, ings.

(2) Words—a, again, all, am, and, any, garden, flower, red, white, black, yellow, blue, little, kitty, pretty, rabbit, apple, out, owl, hay, say, day, lay, is, horse, home, the, them, they, I, give, has, have, milk, mice, mouse, catch, find, roll, spin, fish, fly, my, like, make, rake, bake, lake, take, he, she, me, ball, come, horn, not, man, ran, fan, pan, baby, you, your, let, blow, sheep, toad, play, to, too, two, one, three, four, flour, toe, Ben, right, fight, bright, light, sight, fail, nail, rail, quail, pan, can, ran, Fan, sink, think, book, look, took, nook, and the words in the list on p. 4 of Ward's Manual.

It is possible that pupils should not start to school until they are seven years old, but if they do start at six, they should not be permitted to form habits of idleness.

Mr. Gray, the teacher referred to above, started his beginners to work. In eight weeks they not only mastered the 110 words of the first forty pages of the Primer, but the 83 words given on p. 4 of Ward's Manual, and a few other "family" words.

From the first day they worked on the three lines:—sight words, phonograms, and ear-training, as explained in Ward's Manual. The work was done on the blackboard, etc., according to Ward's Manual. On November 12, they began in the Primer. They will easily read the first forty pages in less than two weeks. After finishing the Primer, they will have time for the supplementary reader, as explained in "School Plans."

This is an actual case, in an ordinary country school, with ordinary pupils. The secret is honest work and systematic planning on the part of the teacher.

**GEOGRAPHY.**—Geography, properly taught, enables the pupils to come in touch with the earth in relation to man. It cannot be taught satisfactorily from books alone. The text should be supplemented by two things at least—excursions and correspondence.

As to excursions, see State Manual.

A two-cent stamp will carry a letter of inquiry to any part of the United States or Canada. In almost any school there is a pupil who has a relative living in a "distant region." If not, a letter directed to a teacher or principal in a distant region will receive prompt attention; and the English-speaking world is very large. A reply in English may be expected in answer to a letter directed to any part of the United States, Canada, Great Britain, South Africa, India, Australia, or the Philippines.

If there are no relatives to which to write, or if teachers do not reply, railroads and real estate men may be relied upon, and their circulars will furnish some of the very best material upon the sections in which they are interested. For information on Canada and the Northwest write one of the following:

1. Max Bass, General Immigration Agt., 220 South Clark St., Chicago, Ill.
2. W. D. Scott, Supt. of Immigration, Ottawa, Canada.
3. C. W. Mott, General Immigration Agt., St. Paul, Minn.

For information on the South and Southwest, write:

1. G. A. Park, Immigration and Industrial Agt., Louisville, Ky.
2. J. F. Merry, A. G. P. A., Dubuque, Iowa.
3. Frisco System, Immigration Dept., St. Louis, Mo.

Write steamship companies for illustrations of tours. Take some particular section and confine your efforts to it, working it up thoroughly and making an illustrated note book.

Make the writing of these letters a part of the regular work. Direct the writing, see that it is well done, and have one of the best letters sent.

If the directions of the State superintendent on excursions, and my directions on correspondence, are carried out, your pupils will begin to realize that they are actually living in the world about which they are studying. And the spirit of these suggestions should be present in all your Geography work.

As last year, the final examination in Geography will be given at the close of the seventh year work.

**HISTORY.**—The excellent work that is being done in history in the lower grades, is most gratifying to one who didn't have the advantages of such work, or one who remembers the opposition to it among teachers, when it came into our course of study a few years ago. With many of us Adam and Columbus were contemporaries, until after we entered a normal school or a university. Today country children are being taught as well and as systematically as city children, in these respects.



Yet there is a difference in the way the work is being presented. For example, notice two recitations which I heard on the same day in country schools in the same township. They were in the third year, and dealt with Hebrew life. In the first, the teacher read the story of Jephthah, pp. 50-56 of Heerman's Stories from the Hebrew. It was September 27, and the preceding stories of the book had been read since school began on September 17. This story was read by the teacher, commented upon a little, and the next story indicated for the next day.

In the second recitation, the story of Abraham was being finished. The pupils knew that he started from Ur, that he went north and west to Haran, that he turned south and west into Canaan, that he went into Egypt seeking pastures, that he returned into Canaan, that he divided the country with Lot, etc., that he was called of God, that he was visited by angels, that a son was finally born, that a wife was selected for this son in a way to keep the race-blood pure, and that a nation was thus fairly started. The pupils also knew something about the life lived by Abraham, and something about his tents, his servants, and his flocks. They had made the acquaintance of one Hebrew character, and they knew him.

I think all will agree as to the merits of the two recitations. The second teacher intended to study Moses next, then David, and then Christ, making the connections very briefly. These are the four great historic characters in Hebrew history, and no doubt enough to study with the third year pupils if the work is well done.

The tendency to merely cover territory is bad, whether in lower grade history work, or reading, or advanced history, or any other line. A little work upon the essentials, well done, is much better than a great deal of work not done at all. The essentials should be recognized and the work organized accordingly. This is illustrated in eighth year history work by a suggestion given a teacher on the first two months work. To a teacher who was merely teaching "pages," I suggested that she organize her work along three lines, viz.: (1) Development of a strong nationality. (2) Expansion of territory. (3) Growth of the slavery and secession sentiment. The first point is shown by Hamilton's financial plans, the assumption of the state debts, domestic and foreign, the law establishing imposts and excises, the national bank, the government mint, the suppression of the whiskey rebellion, the neutrality policy of Washington, the Jay treaty, the defeat of the Tripoli pirates, the war of 1812, the protective tariff, the work of John Marshall on the supreme bench, the Monroe Doctrine, etc., etc. The second point, the expansion of the national domain, is shown not only by Capt. Gray's discovery of the mouth of the Columbia River, the Louisiana purchase, the Lewis and Clark expedition, the Florida purchase, and the annexation of the Texan and Oregon territories, but also by the invention of the steamboat, the opening of the Erie Canal, the building of the National Road, the invention of the telegraph, and the construction of railroads.

Around the ideas of slavery and secession may be organized such facts as the invention of the cotton gin, the prohibition of the slave trade in 1808, the Hartford convention, the Missouri Compromise, the Mexican War, the Wilmot Proviso, the Omnibus Bill, the Kansas-Nebraska Bill, the Webster-Haynes debate, the Lincoln-Douglas debates, the work of Garrison and other abolitionists, Uncle Tom's Cabin, John Brown, the Knights of the Golden Circle, the Cuba filibusters, etc.

Thus it is seen that practically every important event from 1789 to 1860, can be grouped about three great organizing ideas. And with proper thoroughness and drill, work organized in this manner will stick. It does away with isolated events and dates. It changes history from mere memory work into organized thinking.

I have tried to discuss the history work fully enough to show the difference between good and poor work. The thoroughness and organization here insisted upon can easily be applied to any grade of history work or any line of school work.

**WRITING AND SPELLING.**—On an examination manuscript, writing and spelling are closely related. Many applicants make *u* for *w*, *l* for *b* and *a* for *o*. These errors may be considered as mistakes in spelling or they may reduce the grade on writing, but they should not occur. They are largely due to carelessness.

A mistake in spelling that is easily corrected is the failure to use, and the misuse of capitals. Some applicants will write an entire page of a dozen or more sentences and use just one capital (at the beginning) and one period (at the close of the page). Any teacher should know that *each sentence should begin with a capital and close with a period*. Other applicants capitalize nouns continually whether proper or common. For each omission or misuse of a capital, the state reduces your grade on spelling one per cent. I follow the same practice, and I'm safe in saying that two thirds of the mistakes in spelling are mistakes in capitalization.

In a teacher's program, I recently noticed "writing" spelled with two t's. In another school room I noticed program spelled with two g's. Be careful. Use the dictionary.





**THE CORN CONTEST.**—The corn selection, corn scoring, and bread contest, for common school pupils will be held in the court room at Danville, December 7, as announced. The work in preparation for these contests gives a teacher an excellent opportunity to display real leadership. If the teacher simply asks and urges her pupils to participate, without doing more, the pupils will be less likely to participate than if the teacher had said nothing. Such a teacher gives a stone instead of bread. The teacher who gives bread must be interested, must be enthusiastic (not gushing), must *know*. She will have some corn brought to school. She will teach the points in scoring. She will have *ten ears* brought to school. She will have her pupils score them. She will score them herself. She may not know as much as some of her pupils about farm work. But she can easily know something about corn. Few pupils know anything about the protein content of corn, or the marks that indicate high feeding value, or a dozen other things that are explained in Bulletin No. 110 from Purdue, Prof. Holden's bulletin from the station at Ames, Iowa, and the bulletins on corn breeding from the station at Urbana, Ill. There is an abundance of material free for the asking.

Some teachers say that their pupils are not interested. I have just been trying to say that this is not true. The truth in such cases is that the teacher is not interested. Other teachers plead lack of time. But you can not spend a little time to better advantage. Such work should receive some time, for it is not excelled in mental training nor equalled in utility value by any other work at which you can employ your time in school.

After the corn contest is past, continue your industrial and agricultural work. Get your school in touch with the Department of Agriculture at Washington. If you studied the codling moth last year, as suggested (Farmers' Bulletin No. 171), study the American toad this year (Farmers' Bulletin No. 196). There are a dozen other lines that I might suggest, but I suggest one line only, preferring that you work it thoroughly than to skim over a large territory and get nothing. If you get the idea and develop an interest you will find the material (and the time).

**BUSY WORK.**—If you have pupils below the fifth year, you should be prepared to direct at least one line of industrial (or busy) work. It may be paper folding, paper cutting, weaving, moulding, or basket making, or drawing. If you are not prepared to do at least one of these lines of work: send 25 cents to Thomas Charles Co., 260 Wabash avenue, Chicago, for either "Illustrated Lessons in Paper Folding" or "Paper and Scissors in the School Room." From one of these manuals you can learn enough to interest your pupils.

Instruction and character-building being the chief aims of the school, teachers should organize their work with a deeper purpose than merely keeping pupils out of mischief. Reading, writing, and spelling should form most of the busy work of the first year; number work is added in the second year. Writing is one of the best and most profitable forms of busy work. Word, sentence, and number builders will aid a little. The teachers of a township can get together and ask the trustee to get word and number builders and other needed material. Write The Thomas Charles Co. for a catalogue.

**NUMBERS.**—No number work should be done in the first year. Spend the time upon reading, writing, spelling, and the story, but especially upon reading.

## POINTERS AND SUGGESTIONS.

1. When I visit your school, hand me your register at once, and a copy of your program, if the same is not in sight. I come to study the school with you and to help you. Supply me with the means.

2. The list of books required for the various grades was furnished you and the pupils, through the county papers. Remember that pupils taking up a study or a text for the first time, must have the new books. Others are not required to have the new books, but may choose to get them. For example, the eighth grade pupils may use the old arithmetic, the fifth grade pupils must have the new arithmetic. And seventh grade pupils may use the old geography, but sixth grade pupils must have the revised geography.

3. The seventh grade arithmetic for the first two months, is the work in algebra. Do not falter or hesitate to do this work. The State Course of Study is alright on this point. The bi-monthly examination questions will be based on this work. I expect to see you doing it, but do not hesitate to help the pupils all they need. Work slowly and sympathetically.

4. I am glad to notice that the History work for the lower grades is being done this year. There should be no exception to the rule. The history work for the first, second and third grades may be made the basis of the oral and written language work of these grades.

5. The special composition work to which reference was made at the County Institute may be based upon the history or any line of work or may deal with games and experiences. Its aims are freedom of expression and proper form in written work. It should proceed according to the following plan in any instance: (1) Assign a subject for investigation and thought (2) Thoroughly discuss the subject with the class. (3) Organize the subject



(possibly by outline) for the composition the next day. (4) Have the pupils write composition in rough form, read in class, compare and correct. (5) Next recitation, have corrected composition put in good form with pen and ink, read, and handed in for the teacher's suggestions. (6) Have finished work copied into a permanent composition book.

7. I have constantly urged trustees not to buy just anything that an agent may bring around, but to ask teachers as to supplies needed. The chances are that your trustee will buy supplies that you need and will agree to use.

8. Plan to have a set of the Young People's Reading Circle books in your school room at an early date. The nineteen books will cost \$11.85. Get the trustee to pay half, and raise the other half.

9. In the matter of alternating and combining recitations in order to reduce the number, try to do the best thing for the school. Ample preparation will enable you to accomplish much in a short recitation.

10. Finally, remember that order is the first law of the school room, and that abundant work properly assigned is the best means of securing good order. Character-building is the chief purpose of the school.

Additional Pointers.—Read "School Plans 1905-06" again. Are you meeting reasonable expectations on the work there suggested?

The use of Ward's Rational Method has done much for the reading work. Most teachers have finished the Primer and have made a good start on the First Reader. Are you doing your duty? Are you teaching phonics in a comprehensive, systematic way? Are you doing work in phonics with pupils above the first grade? Are you *teaching* the dictionary? Are you using the work in phonics to make the spelling easier and better? Do your pupils *understand* a reading lesson and *read* it understandingly, before you assign the next lesson? I have seen many recitations this year in which an entire lesson of two or three pages was stumbled through and the next lesson assigned for the next day. That is the poorest kind of teaching. If you have been guilty, don't be guilty again. And don't blame the former teacher. Master the thought and expression before leaving a selection. Spend a week on it if necessary.

In your Geography work, you are making the work on distant regions interesting and real by the use of my suggestion on correspondence? Read it again in "School Plans." One teacher has studied the Southern States in this way; another has studied river and ocean navigation; another has studied the Pacific States. Are you unable to take hold? Write me the number in your class and the work you are doing, and I will try to send you specific directions. Write me. I will be glad to hear from you. I may not be able to meet every case, but I am willing to work with you. Through the courtesy of the Southern R. R., I am sending each teacher in the county a copy of "The Southern Field," December number. It deals chiefly with cotton raising and cotton manufacturing. It is a sample of abundant literature that you can get for the asking, on almost any section of our country.

Give your pupils plenty of fresh air and exercise.

In making promotions consider the child first, your successor next, your duty ever, your popularity never. Your trustee will provide promotion cards. In your register leave a full report to your successor.

Some of the township principals are doing good service in township institutes in guiding the work along practical lines. They avoid pitch-fork debates, and theory for theory's sake. They seek to apply the work to actual school conditions.

Are you using McMurry in your daily school work? Are you finding the large organizing ideas? Are you using the type? Are you observing the five formal steps? Are you observing the laws of mental activity?

The course of study is a friendly guide, not a slave-master.

There are many good school libraries in the county that are not catalogued. A teacher can do a good work by numbering and recording books and properly charging them when taken out. This will prevent loss and enable the school to build up a permanent library.

When a true teacher assigns a selection to be committed, she commits it herself, so that she can hear the recitation without using the book. This plan makes her more sympathetic, and makes her careful about assigning only the best selections for committing.

Some excellent work is being done in *Writing*. In starting the first year pupils, all writing should be at the board for at least one month. The board should be lined with lines four inches apart put on with glued crayon or an indelible pencil. The letters and their combinations should be taught one at a time and systematically. Motioning in the air, tracing, and copying should be used. The crayon should not be held like a pencil, but between the fore-finger and thumb and within the hand. If you have not been *teaching* writing, and your pupils write a crumpled hand, begin at the beginning *now* and *teach* it.

Do you have the second part of the eighth year history work organized? Send for "Johnson's American Orations," Vol. IV. (\$1.25, Putnam's Sons), or have your dealer send for it. Read the speeches upon *Re-construction*, by Davis, Pendleton, Raymond and



Stevens. Re-construction is one of the large organizing ideas of the second term's work. Master it.

I recently visited the boisterous school described in my second bulletin of last year. The same pupils were present, but not the same spirit. There was a different teacher and the teacher makes the school. The pupils were quiet, polite, and industrious. I expected a change, but was really surprised at the completeness of the change. Pupils are about the same everywhere, in this county. If I find a good school, a school where the pupils are polite, industrious and bright, I propose to give the teacher most of the credit.

Some teachers are bothered by pupils asking them how to make letters. Much time may be saved by keeping the alphabet in large and small letters, at the top of the blackboard at some convenient place in the room.

How are you *teaching the third year pupils to use the dictionary to pronounce for them?* Did you start in the year by asking them to look up every word they didn't know? If you started in that way, the work was a failure and you are by this time neglecting the dictionary entirely, unless you have learned a better method. The best teachers (1) first teach the pupils how to find a word in the dictionary. (2) They take from two weeks to a month, drilling pupils on how to find words in the dictionary. This takes a few minutes each day. Pupils race to find words. This step is mastered. (3) After the second step is mastered, two or three words are assigned each day to be pronounced from the dictionary. The teacher is careful to assign easy words, and not difficult words with several pronunciations. The other hard words of the lesson are placed on the board by the teacher and marked, as in the second year. (4) The list of words to pronounce from the dictionary may be gradually increased, but it never exceeds six or eight words a day during the year.

*Teaching fourth year pupils to find the MEANING of a word from the dictionary*, should be PURSUED in the same systematic manner. Never tell a fourth year pupil (or class) to use the dictionary for all words he can not pronounce or of which he can not give the meaning. Teach them how the dictionary tells the meaning, first by using words they are familiar with, then by using words new to them. After this point is mastered, assign a *few* of the difficult words to be mastered from the dictionary. The other difficult words should be placed on the board, marked for pronunciation, and the meaning worked out by pupils and *teacher* from the context.

Even in the seventh and eighth years, pupils should not be referred to the dictionary for every difficult word. Many words should be worked out from the context by the pupils and teacher.

A few teachers may object that they are not paid for doing some of the things mentioned in this bulletin. This is not the objection of a true teacher. As a teacher I am paid for the best that is in me. Mine is a life of service and sacrifice for my pupils. I must build their ideals. I must spiritualize farm life. I must teach citizenship, and train law-makers.

Let us do our work as well,  
Whether paid for it or not;  
And so by extra work and effort,  
Rise above the common lot.

For

Honest work and willing labor  
Of enjoyment are the soul.  
They who profit by their practice,  
Never fail to reach their goal.

The above may not be good poetry, but it is good thought. If the sentiment is not universal, it ought to be.

"If ye know these things, happy are  
ye if ye do them."



1st Grade

Garrett Martin

Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

After three months in school.

SUBJECT



# writing

1st Grade

Geneva Bryant

black

black

black

black

black

black

black

black

black

black

black

black

1st Grade.

Madaline Wheeler

sang

sang

sang

sang

sang

sang

sang

sang

sang

sang

sang

sang

1st Grade.

Grace Walton

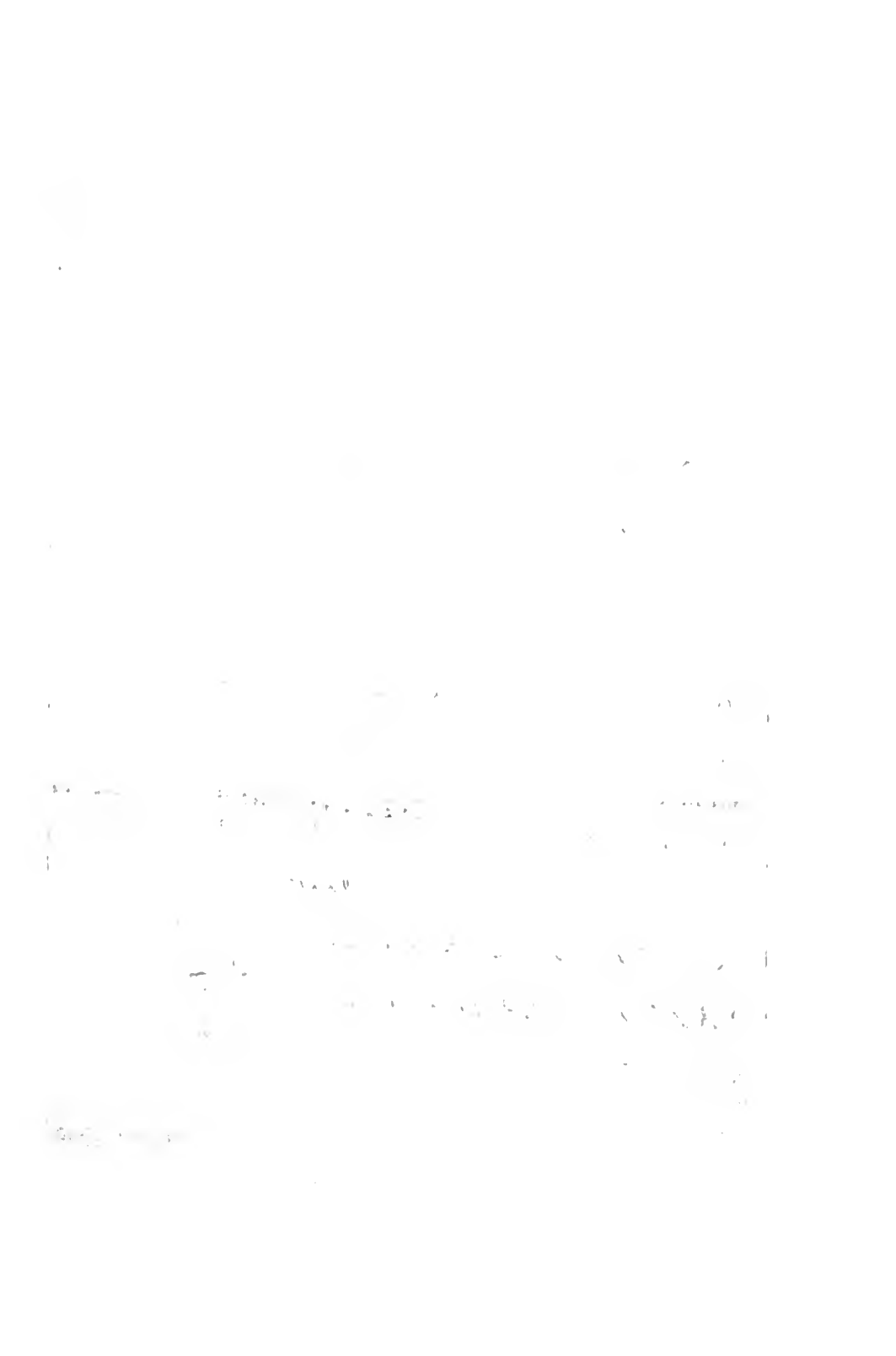
Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

Ann has a new doll.

First year after three months in school.



to see a big girl. (Copy).

it's all a big girl

soot lamp iron eat ink  
soot lamp wash eat ink

This is a farm  
laying in the barnyard

Do date 11/1/21

one stored in Mill barn

all the size and the

Do they eat veg

Do not let place  
have the dot dot

This is a specimen of a pupil's work at the close of the FIRST YEAR in school, with a POOR teacher.  
See next page.



Lesson

hay hay hay

hay hay hay

hay hay hay

hay hay hay

hay hay hay

hay hay hay

By the same pupil as the work on the last page, after SEVEN WEEKS MORE in school WITH A GOOD TEACHER.  
One school is not better than another because of the difference in pupils, but because of the difference  
in teachers. THE TEACHER MAKES A SCHOOL.

1912

1912



BUDS OF PROMISE.  
The Class of Beginning Teachers, 1906-7.

OF EXCESSIVE  
THE GOVT IS THE PLAIN

THE GOVT IS THE PLAIN





YEARS OF VALUABLE SERVICE.

Mrs. Ethel Bell, 23 years.

J. L. Osborn, 21 years.

Mrs. M. A. Keeney, 25 years.

Mrs. Lydia Warner, 27 years.

J. M. Kellum, 28 years.

Mrs. M. J. Bland, 29 years.

Mattie A. Cope, 40 years.

## Beginning Teachers.

Nearly one-fifth of the teachers each year are beginners. This has been the rule for a number of years. It is apparent, therefore, that unless these beginners are made effective teachers at once, a great amount of time is wasted. The notion once prevailed that a beginner was entitled to one year in which to learn to teach, but my experience convinces me that beginners with sufficient education can be made into effective teachers in a very short time. In fact, some beginners last year did better work in Reading, in Writing, in History, and in character building, than some of those who had been teaching for several years. In working with beginners, I have done the following:

First. Met them in special sessions at the County Institute.

Second. Met them in a special beginners' meeting before the opening of school. This has usually been an all-day session at my office.

Third. Visited beginners early, with the understanding that my first visit was to help them, not to grade their work.

Fourth. Given beginners a visiting day each, early and with special directions as to what to observe.

In this way I make a specialty of the beginners, and take upon myself a measure of the responsibility for their success. The results have justified the extra effort.



## The Teacher's Visiting Day.

Since the autumn of 1904, the teachers of the county have had one day each, early in the year, to observe the work of other teachers. Teachers have been carefully assigned by the county superintendent to visit work which in his judgment would be especially helpful. The visiting has been largely confined to the county, teachers with little experience and schooling being assigned to visit teachers of wider experience and more training. But some of the best grade teachers have been assigned out of the county. In this way visits have been made to Indianapolis, Crawfordsville, Greencastle, Jamestown, Roachdale, Franklin, and Terre Haute. Indianapolis has been most visited outside the county, because of its convenience and the high character of the work. The superintendent and his assistants have shown great courtesy and helpfulness in directing teachers to the work desired.

I believe the visiting day is the best single feature of the work and policy of the present management of the schools of the county. It tends to bring the poorer schools up to the standard of the best. It passes the good things around. Some teachers cannot be made to understand a different plan by merely being told, but they can hardly fail to understand when they see the plan in operation. Beginning teachers without much training tend to imitate a former teacher; the visiting day enables them to imitate more modern methods. That teaching as an art is based upon imitation, is generally conceded. The visiting day selects the object for imitation; it sometimes leads the teacher to see the significance of underlying principles and starts him on the road to scientific teaching. The scientific teacher is the true artist, since he comprehends the principles and significance of his art.

For three years the blank which appears below was used for visiting permit and report. This year a shorter form of report has been substituted, merely calling for a paragraph upon each of the following:

1. Grounds, buildings, ventilation, lighting, heating.
2. The teacher—appearance, personality, disposition, attitude toward work.
3. Order and how secured.
4. The recitation and school work.
5. Mention anything that will be especially helpful to you (or to me).

The trustees are to be commended for their progressive spirit in assenting to the visiting day in its inception. They have never wavered in its support. Following is the form used for three years:

### HENDRICKS COUNTY PUBLIC SCHOOLS.

#### VISITING PERMIT.

DANVILLE, IND.,.....190..

M.....

*Dear Teacher:* You are hereby directed, your trustee having assented, to dismiss your school and spend a day in visiting other schools as follows:

Date .....

Place .....

Report to me promptly on the attached form, and send this permit to your trustee after signing the statement addressed to him. Respectfully,

(Signed) .....County Supt.



*To the Trustee:*

I dismissed my school on (date).....and  
spent the full day in visiting other schools as directed by my county superintendent.

(Signed)....., Teacher.

## Report to County Superintendent.

(Study the points called for in this report before doing the visiting. See fully and report accurately. Do not allow this report to worry you. I am anxious that the day shall be profitable to you, and that is my chief purpose in calling for a report.)

- Report by .....on work observed  
in visiting .....on.....19....
1. State the work observed, indicating recitations.....
  2. The grounds and buildings.
    - a. General appearance .....
    - b. Cleanliness .....
    - c. Ventilation .....
    - d. Lighting .....
    - e. Heating .....
    - f. Decorations. What? .....
    - g. Walls....., black boards, ....., window shades.....
    - h. Needed improvements .....
  3. Teacher.
    - a. Pleasing and attractive in appearance or not?.....
    - b. Voice .....
    - c. Honesty, sincerity .....
    - d. Characterize, giving strong and weak points.....
  4. Government, satisfactory or not?.....
    - a. Work is the true preventive of disorder. Are pupils busy?.....
    - b. Are pupils polite?.....Do they stare at visitors?.....  
Are they in sympathy with their teacher?.....
    - c. Is teacher indifferent, or full of enthusiasm and sympathy?.....
    - d. Do voice and bearing indicate confidence and courage?.....
    - e. Is there scolding, threatening or nagging on the part of the teacher?.....
    - f. What school virtues are most in evidence?.....
    - g. Does formalism or common sense govern teacher's directing of pupils?.....
    - h. As to the formation of right character, is the atmosphere of the school positive, neutral or negative?.....
  5. School Work.
    - a. What are the pupils' incentives to work?.....
    - b. Are assignments definite and suited to ability of pupils?.....
    - c. Is lower grade History work being done?.....
    - d. Is work being done in Music (in graded schools)?.....
    - e. Nature of opening exercises.....
    - f. Preparation and spirit of teacher.....
    - g. Preparation and spirit of pupils.....
  6. The Recitation.
    - a. Characterize according to Dutton, Chapters XI and XII.....
    - b. Briefly describe the best recitation observed.....
  7. Note one or two things gained by the day's visiting.....



## The Corn Contests and Agricultural Work.

I became convinced some years ago that there existed a prejudice against the farm among common school and high school graduates. After considerable study and research and some experimenting, I decided that agriculture in our schools would overcome this prejudice and would also do for our country boys what manual training is doing for our city boys.

The work being done in other States and other countries was especially encouraging to me. The elements of agriculture and domestic science are being taught throughout the length and breadth of Italy, in rural schools. The people heartily support the movement. Thousands of small tracts of land (valued at over 1,000,000 lire) have been donated as school gardens and experiment fields. The present minister of education says: "Agriculture now succeeds where manual training failed, because the people are interested." The course in agriculture is further adapted to local needs. Silk-culture is emphasized in one district, stock raising in another; the vineyard in one part, the olive and orange in another.

In France, in Germany, in Scandinavia, agriculture is thoroughly established, the people's high schools of Norway being a special feature in that country. Even old Spain is waking up and is now planning for half a dozen agricultural colleges, after the American pattern, these to form the apex of a system that shall reach downward and outward to the district schools.

To come nearer home, what is being done in our own country? I had long known of the Hampton and Tuskegee schools. I was a little surprised to find agriculture established in the district schools of Illinois, Minnesota, Wisconsin and Tennessee, and in the high schools of Vermont and Alabama. I was pleased to find the movement encouraged by such able men as Dean Russell of the New York Teachers' College, and the late President Harper of Chicago University.

Most educators now agree with the 1905 National Educational Association report on Industrial Education—"that the mastery of such parts of this rapidly developing body of industrial knowledge as is within the capabilities of elementary and secondary school pupils, furnishes a mental training *unsurpassed in extent and quality* by the mastery of any other body of knowledge now regarded as essential in our common school courses and requiring an equal amount of time; and that *for utility value* it is not equalled by any other body of knowledge at present acquired through the expenditure of the same amount of time and effort."

Agriculture is a regular part of the high school course of study since the last legislature passed a law to that effect. The corn shows and Purdue excursions of the last three years in this county have at least put all of us in a favorable attitude toward this work, and have emphasized the common interests of the farmers and the schools.

The bulletin and views following tell their own stories of effort and progress.

### HENDRICKS COUNTY PUBLIC SCHOOLS, CORN CONTEST, 1907.

#### CORN GROWING AND SELECTION CONTEST.

1. This contest is open to any school pupil in the county (common school or high school pupil) who is regularly enrolled and doing creditable work. Each pupil entering must present a statement from his teacher certifying that the above conditions are fully complied with.

1000 1000 1000 1000 1000 1000 1000 1000 1000 1000

1000 1000 1000 1000 1000 1000 1000 1000 1000 1000

1000 1000 1000 1000 1000 1000 1000 1000 1000 1000

1000

1000

1000

1000

1000

1000

1000



2. All corn must be grown upon land owned or leased by the pupil's father. No land must be leased especially for this purpose.

3. Enough pure seed corn will be furnished each pupil (or the pupils of one family) to plant one acre of corn. But if pupils prefer they may procure their own seed. Application for seed should reach the county superintendent by April 1.

4. Where there are two or more pupils in one family, who enter this contest, they may plant just one acre and work together in growing the corn.

5. Each pupil who receives seed for this contest must exhibit twenty ears in the corn show at Danville, December 7, 1907.

6. The corn exhibited at the corn show will become the property of the Trustees' Association, and may be sold at auction or otherwise used in the interests of corn work in the county.

7. Boys who enter this contest will be expected to do their own work of growing an acre of corn. Girls will only be required to supervise the growing of the corn. Neither boys nor girls will be allowed to receive help in selecting the twenty ears for the corn show.

8. All entering this contest must make a special study of the corn plant, and submit a record of how the corn was grown.

9. The contest will be decided according to the following conditions, making 100 points in all: 40 points on yield, standard being 80 bushels or more per acre; 50 points for the score of the twenty ears entered in the corn show; 10 points on record of how grown.

10. In each township the township trustee and the vice-president of the farmers' institute will act as a committee to determine the yield, 70 lbs. being considered as a bushel.

11. All entries in the corn show should be in Willhite's jewelry store or the county superintendent's office by December 2, but entries will be received up to 6:00 p. m., December 6, 1907.

12. The prizes are as follows: 1st prize, \$20.00 cash; 2d prize, \$10.00 cash, 3d prize, \$5.00 cash or equivalent; 4th prize, \$3.50 cash or equivalent; 5th prize, \$2.00 cash or equivalent; next ten prizes, \$1.00 each, cash or equivalent.

Remarks: If it becomes necessary to limit the number of entries, an effort will be made to equalize the number in each township. Teachers having pupils desiring to enter, should send in the names and addresses at once, so that arrangements may be made for enough seed corn.

The acre selected for growing the corn should be clover sod, separated by several rods from any other corn. The soil should be fertile and well drained. A moderately heavy coat of barnyard manure should be spread over the ground and disced in before the ground is broken. After the ground has been broken it should be disced and cross-disced and harrowed until the soil is thoroughly pulverized. A thin coat of barn-yard manure may be applied after breaking and before discing. If a commercial fertilizer is used it should be drilled in with a large wheat drill just before planting. After planting, the ground should be regularly cultivated each week and after every rain even if there are no weeds. Cultivation should be shallow and may continue with profit even into August.

As soon as the tassels appear they should be removed from all barren, weak and smutted stalks. Your seed for next year should be selected between October 10 and October 15, and should be preserved according to Circular No. 2 from Purdue.

References: (Free for the asking as long as the supply lasts.)

1. Farmers' Bulletin No. 199, Washington, D. C.
2. Farmers' Bulletin No. 272, Washington, D. C.
3. Farmers' Bulletin No. 81, Washington, D. C.
4. Bulletin No. 110, Purdue University.
5. Bulletin No. 82, University of Illinois, Urbana, Ill.
6. Bulletin No. 77 (April, 1904), Iowa Agricultural College, Ames, Ia.
7. The Kansas Corn Book, State Board of Agriculture, Topeka, Kansas.



## CORN SCORING CONTEST.

1. Open to common school pupils (below the high school) who are regularly enrolled and doing creditable work, as shown by the teacher's certificate.

2. Prizes will be announced later.

3. The following questions must be answered by competitors in the corn scoring contest and will count ten points.

(1.) When should seed corn be gathered and how?

(2.) How should it be kept through the winter?

(3.) How should seed be tested before planting?

(4.) What is the purpose of cultivation when corn is not weedy?

(5.) Should cultivation be deep or shallow? Why?

(6.) What per cent. of the food value of corn is in the ear? In the fodder?

(7.) What feeds go well with corn to make a balanced ration in feeding hogs or cattle?

(8.) How should corn land be handled to maintain its fertility?

(9.) Explain the corn breeding plot, why certain rows are detasselled, and the seed used in detasselled rows.

(10.) Is your name on the mailing list of the Purdue station?

These questions may seem a little difficult, but after reading Bulletin No. 110 on "Corn Improvement" from Purdue, you should answer any of them.

## WHEAT BREAD CONTEST.

1. Open to any common school pupil (below the high school) who is regularly enrolled and doing creditable work, as shown by the teacher's certificate.

2. An entry will consist of one loaf. The dough should weigh one pound, and should be baked in a single pan, 4 in. x 4 in. x 8 in.

3. See Farmer's Bulletin No. 112, from the Department of Agriculture, Washington, D. C.

Corn Score Card—Trueness to type, 10; shape of ears, 5; color of grain and cob, 10; vitality, 10; tips of ears, 5; butts of ears, 5; kernel uniformity, 10; kernel shape, 10; length of ears, 5; circumference of ears, 5; spaces between rows and kernels, 10; proportion of corn, 15. Total 100.

Wheat Bread Score Card—Flavor—nutty, 35. Texture—even, elastic, but breaking readily, 25. Lightness—pores medium, uniform, 15. Color inside—creamy white, 5. Crust—color, thickness, texture, 10. Size and shape—medium, symmetrical, 5. Moisture—not dry, not sad, 5. Total 100.

## RECORD OF CORN GROWING.

1. Name and address.....Age.....  
Teacher .....
2. Was seed tested before planting and how?.....
3. Source of seed and how handled from gathering to planting time?.....
4. Dimensions of plat in feet.....
5. Character of soil.....
6. Character of sub-soil.....
7. Drainage .....
8. Crop grown on land in 1904....., 1905....., 1906.....
9. Manure used in 1904....., 1905....., 1906.....
10. Manures or fertilizers used in 1907.....
11. Date of breaking ground.....
12. Depth of breaking .....

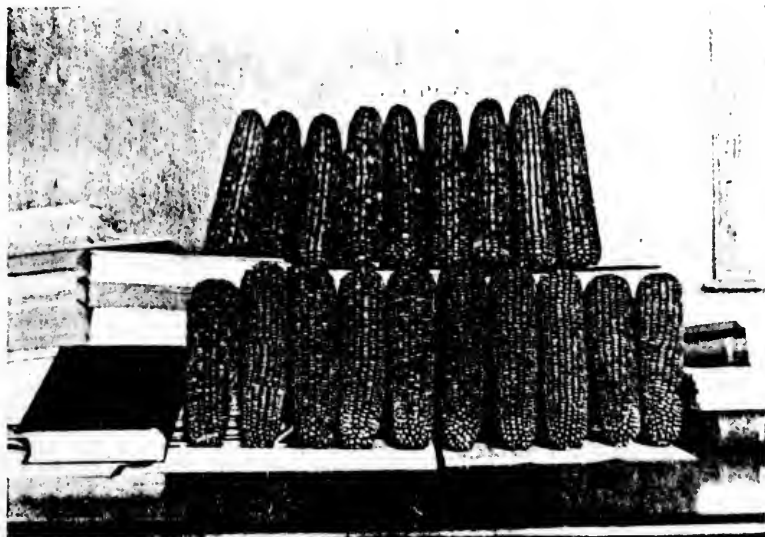


13. Preparation of ground before planting.....
14. Date of planting.....
15. Variety of corn.....
16. Stand .....  
Any replanting? .....
17. Distance between rows .....
18. Distance between hills .....
19. Distance apart, if drilled.....
20. Date of cultivation—1st.....2d.....3d.....  
4th....., 5th.....; Any more times.....
21. Depth of cultivation each time and reason.....
22. Any special cultivation or work.....
23. Were alternate rows detasselled?.....
24. Were weak, barren and smutted stalks detasselled?.....
25. Yield .....
26. Average No. of stalks per hill.....
27. Have you saved seed corn for next year?.....

NOTE.—The school excursion to Purdue University was a success last year and the demand is so great that it will, of course, be run next summer. Special announcement will be made in due time, but the date will be about the last of August.

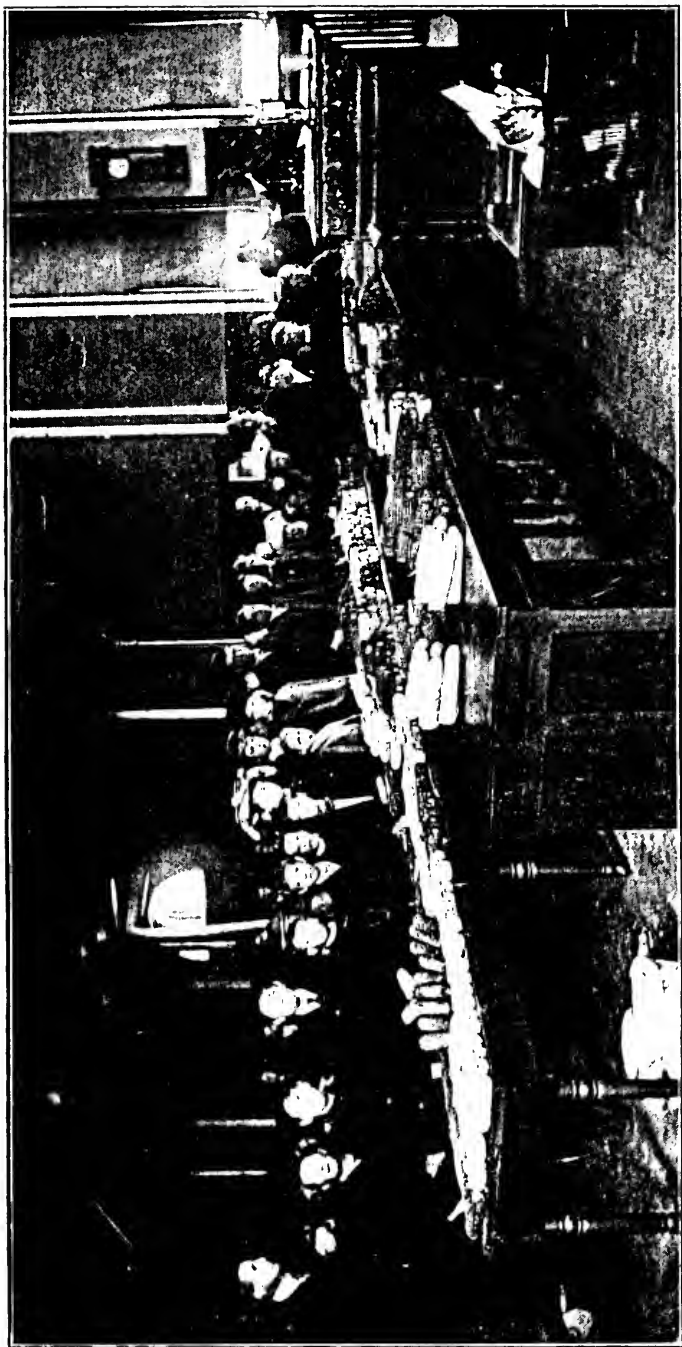
RUFUS WRIGHT, } Special Committee.  
NATHAN TUCKER, }  
A. K. GILBERT, Pres. Trustees' Association.  
G. M. WILSON, County Superintendent.

March 12, 1907.



First and Third Prizes in Hendricks County Corn Contest, December 9, 1905, Grade Pupils





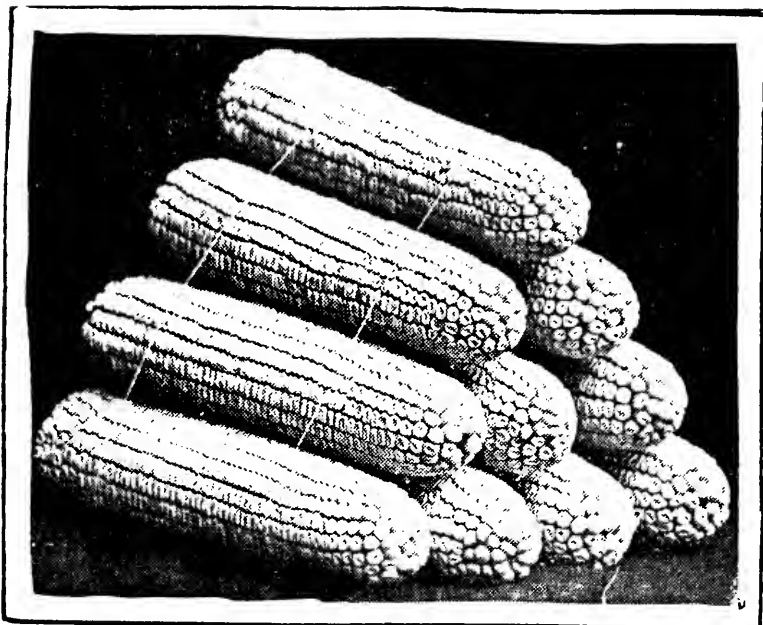
Corn and Exhibitors at the first Hendricks County Common School Corn Contest, December 9, 1905.

OF THE HOUSE  
AND COMMISSIONERS



LOAN OFFICE AND OTHER  
THE BORROWERS





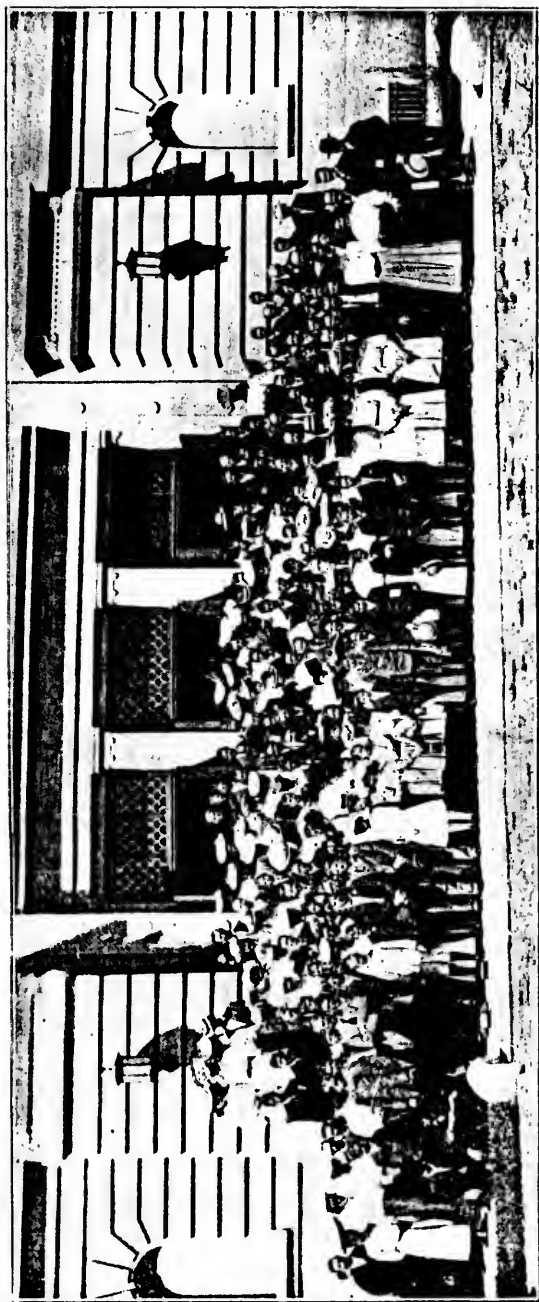
"Prize Winner."



Ernest Thompson and his corn, first prize winner in 1906.

DE EAGLETTRE  
ONE GOVT TO THE VI





Hendricks County School Corn Club and their Friends, at Purdue, 1906.

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Hendricks County School Excursion to Purdue University. Boarding the Cars for Trip to Battleground, 1906.



Hendricks County School Excursion to Purdue University. The Ladies of the Party Visiting Domestic Science Hall, 1906.



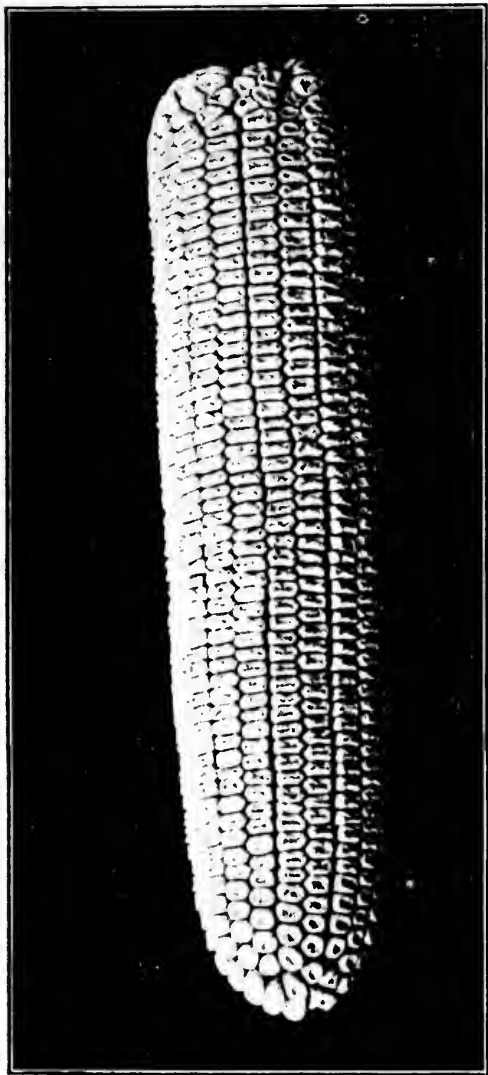
The corn selection contest has been the chief contest, and the winners for the past three years have been, in order:

- 1905—Russell Griffith of Middle,  
Ernest Thompson of Center,  
Russell Martin of Eel River,  
Russell Wills of Middle,  
Alta Schenck of Middle,  
Marie Ousler of Clay,  
Chauncy Phillips of Clay,  
Homer Walls of Washington.
- 1906—Ernest Thompson of Center,  
Hubert Wear of Washington,  
Anna Kellum of Guilford,  
Corbett Warren of Middle,  
Russell Griffith of Middle,  
Urban Greenlee of Marion,  
Herman Griffith of Middle,  
Horace Parsons of Guilford,  
Chester Walton of Marion.
- 1907—Harter Greenlee of Marion,  
Worth M Buis of Franklin,  
Ena Masten of Clay,  
Corliss Ewing of Marion,  
Eddie Blair, Jr., of Washington,  
Tom Thompson of Liberty,  
Albert Ramsey of Washington,  
Willie Merritt of Washington,  
Harold Walter of Union,  
Oscar Bradford of Washington,  
James Wilson of Washington,  
Lester McClain of Washington,  
James Dungan of Union,  
Floyd Crews of Marion,  
Urban Greenlee of Marion.

Those contributing financial support to the 1907 corn contest were: From Avon, Smith and Fogleman; from Danville, First National Bank, Danville State Bank, Joe Hess, C. L. Thompson, E. M. Wilhite, Reed Bros., James McConn, H. H. Mills, Osborne Hardware Co., Reichard & Son, Snyder and Newman, A. G. Prentice, Pierson Bros., Swartz Department Store, Harlan Bros., C. E. Edwards, Christie Bros., C. O. Haines, The Indianapolis News, Danville Cash Store, Jasper Thompson, and Shirley, Showalter & Co.







JOHNSON COUNTY WHITE DENT.

This was the Grand Sweepstakes ear of corn at the National Corn Show at Chicago, 1907. It was raised by L. B. Clore, Franklin, Indiana, and sold for \$250, the highest priced ear of corn in the world. That is at the rate of more than \$15,000 per bushel. Mr. Clore's winnings at the National Corn Show were \$7,538.50. He credits his success to a complete system of underdrainage, plenty of clover and barnyard manure, carefully prepared seed bed, care in the selection of his seed corn, and thorough cultivation.

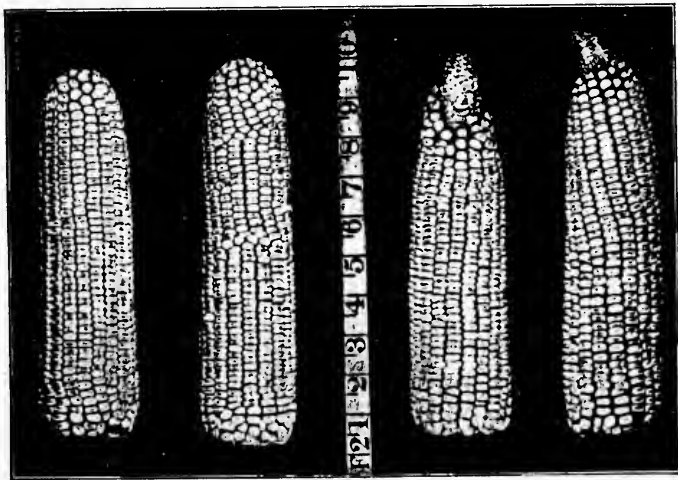
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Unimproved and Improved. Which Will You Raise?  
(From Ginn's Agriculture for Beginners.)

The last few years have witnessed wonderful improvement and progress on the farm. The farmer owes it to his children to demand the same improvement and progress in the school.

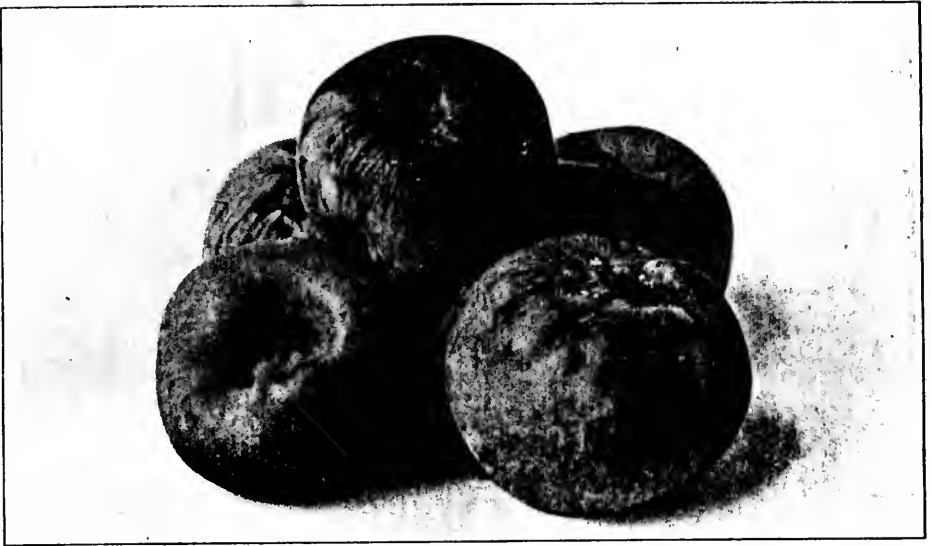


Improvement of Corn by Selection. Boone County White on left and original type from which it was developed.  
(From Ginn's Agriculture for Beginners.)

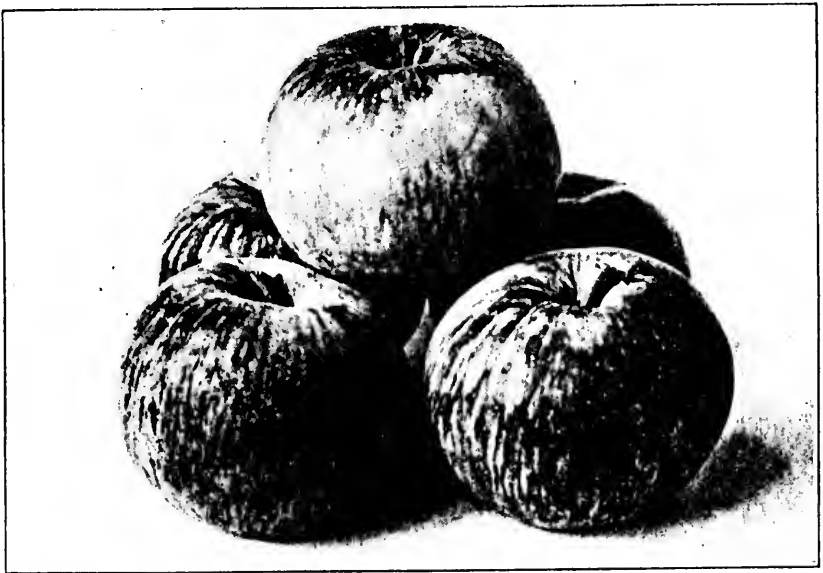
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1891

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1891



The above apples were not sprayed and the result is plainly visible.  
(Kindness Purdue University.)



These apples were sprayed three times at intervals of ten days, beginning just after the blossoms fell. At twenty cents a tree it was a paying proposition.  
(Kindness Purdue University.)

Children, likewise, respond to good treatment. Can we afford to do less for them than the best that we know? Can we afford to dwarf the future manhood and womanhood of our community? No. The best is none too good for our children.

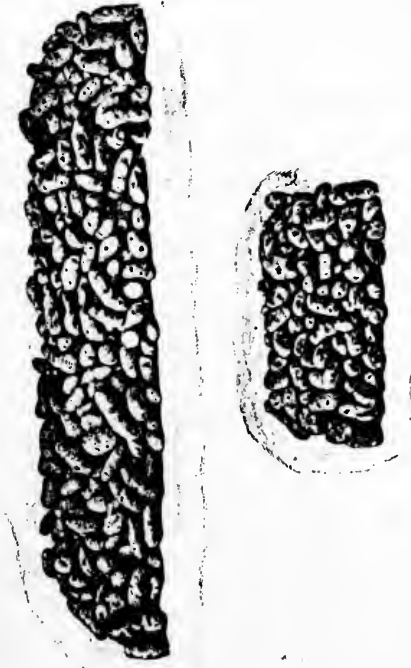
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The Difference is Due Entirely to Tillage.  
(From Ginn's Agriculture for Beginners, p. 172.)



Yield from two Fields of same size. The one at top was sprayed, the one at bottom was unsprayed.  
(From Ginn's Agriculture for Beginners.)

OL 22

THE GOVT IS THE YELL

THE GOVT IS THE YELL

THE GOVT IS THE YELL

THE GOVT IS THE YELL



## Improved Buildings and Consolidation of Schools.

No trustee in this county has made much of an effort to consolidate his schools. The rule has been to abandon any school where the average daily attendance has fallen below 12, and to abandon other schools only on petition of the patrons.

Consolidation is coming gradually, however, because of the better instruction and superior equipment possible in a graded school. There is a great saving in money also. Schooling will cost as much as \$50 per pupil this year in several of our small country schools. The cost in graded schools rarely exceeds \$10 or \$12 per pupil.

LaGrange County (this State) has 14 schools receiving 428 conveyed pupils. Thirty-eight schools have been abandoned. Last year the county saved \$12,911.60 in teachers' salaries, fuel and repairs. The increased expenditure for wagons and transportation was \$6,176.86, or a net saving of \$6,734.74. The people are well satisfied and do not desire a return to the "old way."

There are 20 school wagons in Hendricks County. Experience has shown and the law now provides that the trustee should enter into a written contract with the driver of a school wagon, specifying the route, requiring reasonable speed and safety, requiring that pupils shall be delivered at the school house not more than 20 nor less than 10 minutes before the beginning of school, prohibiting profane or obscene language, boisterous conduct, or the use of tobacco; and specifying other requirements. The driver should give bond to guarantee the full performance of his duties.

People are gradually demanding consolidation as they realize that it is better and cheaper.

The University of Illinois has recently made an exhaustive study of the consolidation of country schools in Illinois. The conditions in this state and in our county are very similar, although a little better on the whole, and so the conclusions of the Illinois report are given herewith. Study them carefully.

### CONCLUSIONS.

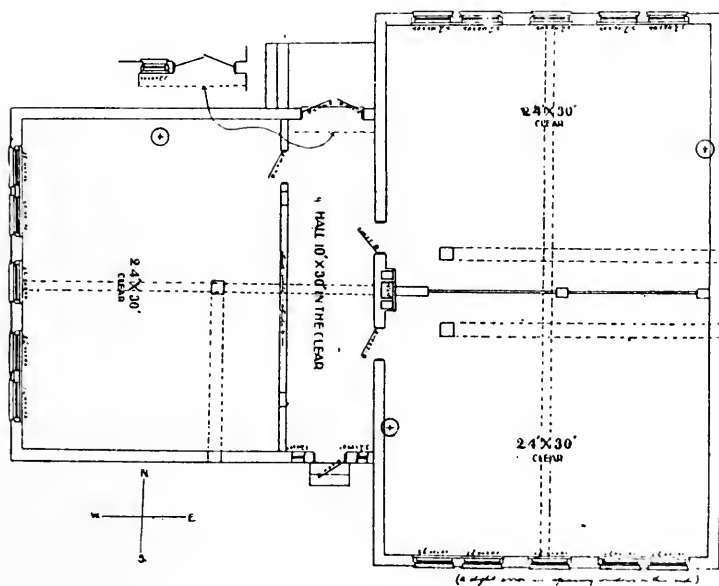
Whatever difference of opinion may exist, those who have studied it must agree upon the following points:

1. That many country school districts are so small and weak that no school is conducted.
2. That many others consist of but three or four pupils and the expense for elementary schooling frequently rises to more than \$100.00 per pupil, which is higher than the tuition for collegiate instruction.
3. That at least one-third of the country schools are too small to be even fairly successful.
4. That when the school is of fair size, consisting of many classes of a few each, with but one teacher to do the work, the time is frittered away in a large number of short recitations, often but five minutes each.
5. That fully one-third of all the teachers have had less than one year's experience and never even saw a really good school.
6. That the best teachers are taken for the graded schools, and that of those *available for country schools*, from fifty to seventy-five per cent. are "young girls" who have had no more training than is given in the school they are to attempt to teach.
7. That when schools are established within walking distances of each other, the above mentioned conditions are certain to follow, and that the only way ever tried or even proposed by which these schools can be made effective is to combine them into small numbers with fewer and better teachers whose work can then be better divided and better supervised.
8. That as conditions exist today little children walk long distances and suffer much





Consolidated Grade Building at Hadley.



Floor Plan, Hadley Building.

This inexpensive building is equal to the fine buildings at Amo and Clayton, in lighting, heating, ventilation, and all essentials of school architecture. The best is within the reach of all and is none too good for our children.



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BEFORE AND AFTER TAKING.

The picture at the top shows a survival of the past, still used as a home in Hendricks County. The bottom picture shows the palatial residence of County Commissioner E. M. Murphy, on his farm in Eel River Township.

There is as much difference between some of the old and new school houses of the county. Can we afford to train our children for beggary by sending them to old shacks of school houses? The people are answering "no," by putting up modern buildings.

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discomfort and ill-health by reason of exposure to storms and from sitting all day with wet feet and damp clothing after wading snow drifts, slush, and mud on the way to school. This is especially true of young girls.

9. That the only humane way of putting children of all ages and conditions into school through all kinds of weather is to transport them in wagons that are covered, and, when necessary, warmed.

10. That consolidation and transportation tend greatly to lessen expense so that the same grade of schools can be had much cheaper, or a far better grade at the same expense, as patrons may desire, or, if they please, a full equivalent of the best city schools may be established and conducted at slightly greater cost than heretofore and at a much lower rate than in the city.

11. That as things are today without consolidation, country people not only pay more for elementary instruction alone than city schools cost, including the high school course, but, in addition, farmers pay out vast sums for tuition and other expenses of their older children attending city schools for what is not offered at home.

12. That though enormously expensive, these schools are not effective, necessitating large additional outlay in sending the older children to the city schools at excessive cost and with much inconvenience because done entirely as private enterprise and at personal cost.

13. That this condition often results in the whole family "moving to town to educate the children" to the damage of the school left behind, to the disadvantage of the business, at the expense of breaking up the old home and at the risk of giving the family false ideas of both city and country life.

14. That the only proper way to educate a child up to and including the high school is to do it without disturbing his home or taking him out of it, and that the country child is entitled to as good an education as the city child and at no more risk or inconvenience to him or his family.

15. That it is not necessary to consolidate about a village school, but that wherever it is done the result should be a country and not a city school.

16. That consolidation is the only way of securing really good country schools, and it is the only means of introducing the study of agriculture generally into the public schools.

17. No one can avoid the conclusion that the objections offered in advance of trial are mostly either fanciful or selfish; that they are not realized in practice; that consolidation is the only plan tried or proposed by which the country child can secure such an education as modern conditions demand, and such as is already afforded the city child.

18. It lessens the expense and equalizes the cost; it protects the health and morals of the child and makes the introduction of agriculture and the other industries possible; it enhances the value of farm property as a whole; it brightens and broadens country life; it preserves its virility unimpaired and rationalizes the movement toward population centers. Such difficulties as are found are trivial or transient, or both, and are such as would not stand in the way of any commercial enterprise for a moment.

19. Consolidation of country schools is the solution of the problem of agricultural education and it is the only complete solution that has been offered.

The following statistics prepared in December, 1907, indicate the progress of consolidation in Hendricks County:

1. Abandoned schools in county.....	22
2. Schools abandoned this year.....	4
3. Number of consolidated schools.....	12
4. Number of wagons.....	20
5. Pupils transported in wagons.....	371
6. Total cost per day.....	\$38.10
7. Cost per pupil per day.....	10.3c
8. Transported by cars and buggies at township expense.....	58
9. Total transported at township expense.....	420







GOING HOME FROM SCHOOL.—THE OLD WAY.  
(From Kern's Country Schools.)



GOING HOME FROM SCHOOL.—THE NEW WAY.

"Consolidation of country schools is the solution of the problem of rural and agricultural education, and it is the only complete solution that has been offered." The best is none too good for our children.

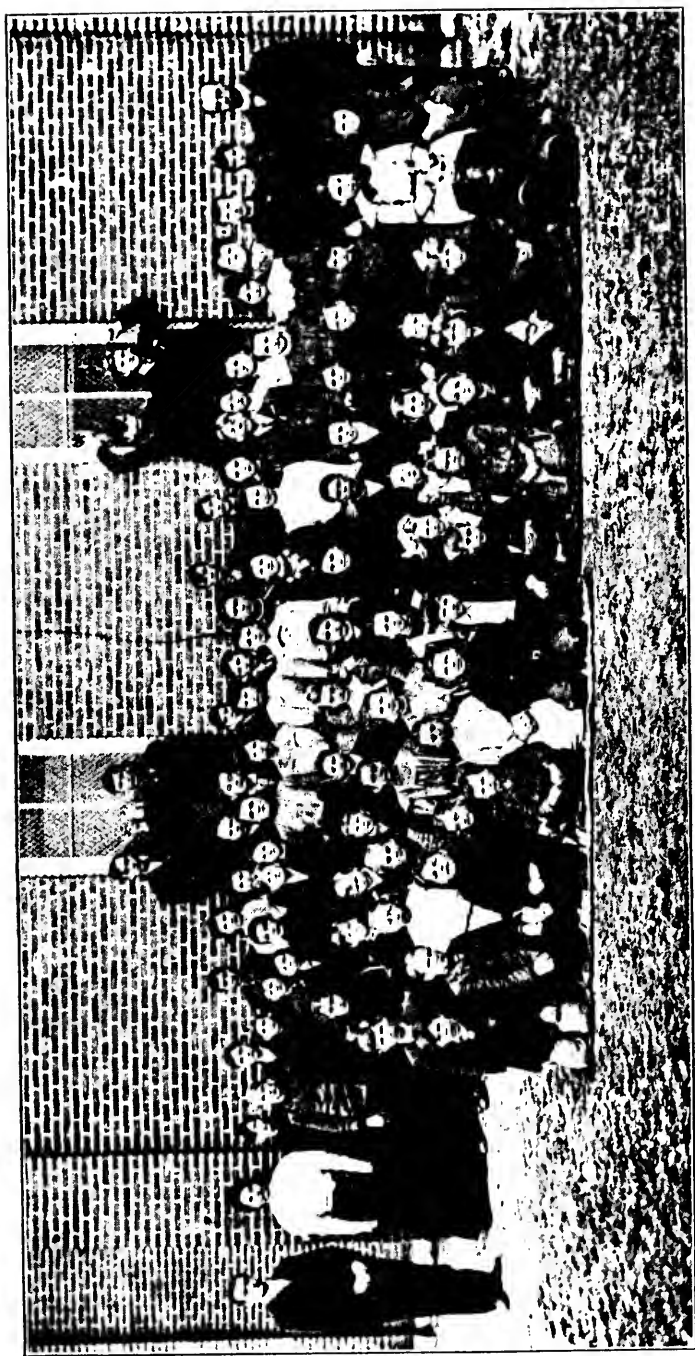




SCHOOL No. 3, MARION TOWNSHIP, 1906-7.

It cost the township \$45.60 per pupil to run this school last year, and on account of the small numbers and poor conditions it was not a good school at that price.





SCHOOL No. 4, MARION TOWNSHIP, 1906-7.

Here is a graded school, furnishing excellent work from the primary grades through the third year of high school, and it cost the township only \$18.15 per pupil last year.

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## Parents and the Schools.

The parents of a community may often make or mar the success of a school by their attitude toward the teacher and his purposes. It is the sincere desire of school officials and teachers that a school in any community may do its full measure of service in bringing its boys and girls to their highest possibilities of intelligent and useful citizenship. But no school can do its best service without the hearty co-operation and support of the parents.

The following, clipped from the manual of one of Indiana's leading school systems, is so pertinent that it is given space here in the hope that it may suggest to the parents some ways in which they may co-operate and help in the work of the schools:

1. Get acquainted with the teacher of your child.
2. Be free to talk to the teacher about the traits, characteristics, etc., of your child. The better the teacher understands your child the better she will be able to teach it.
3. Visit the school room in which your child is at work just as often as you conveniently can.
4. If your child is corrected do not berate the teacher and say all manner of things about her. Remember there is also the teacher's side to the case which your child may not understand. Never say anything unkind about the teacher in the presence of your child—you harm your child more than you do the teacher every time you do so.
5. Observe good training and discipline in your own home. A child that is well disciplined and well trained at home rarely needs being corrected at school. It is too often the case that the schools have to do the things that should have been done at home. Our schools are not reformatories. They have to do with the FORMATION of the pupil, not with his reformation. Parental authorities and responsibilities do not cease when the children are sent to school. "The confession of many parents who bring their children to our schools and ask the teachers to take charge of them because they can do nothing with them, is a sad comment on the parental authority in those homes from which the children come. If the children are beyond the control of parents, what may be expected from the teacher, whose authority over the children is certainly less than that of the parents?"
6. See to it that your child always gets to school on time. There is no better lesson that the school child can learn than the lesson of punctuality.
7. See to it that your child is regular in attendance. Irregularity in attendance, or absence for frivolous reasons, interferes most seriously with the advancement of the pupil.
8. See to it that your child makes good progress and does satisfactory work. Encourage him to take an interest in his work. See to it that you know what your boy is doing and where he spends his time when he is not at home.
9. Comply cheerfully with all the requests of your child's teacher as well as those of the trustee and superintendent.
10. The schools are not working your children to death. Much of the fear that the public schools are making "nervous wrecks" of pupils has foundation only in the imagination of parents ignorant of the real work of the schools. Late hours, social dissipation, unnutritious food, improper clothing and other similar causes produce by far most of the nervousness among pupils and lack of ability to keep up with the reasonable demands of the school. The average public school room is a place of comfort and happiness where the children are kept busy with tasks that are wholesome and interesting. Serious work is necessary to the normal development of the child and the proper training for industry and right living. Play also is essential and both work and play have their place and receive their due attention in the modern school. A visit to the nearest school will dispel many of the criticisms that arise in the minds of parents.

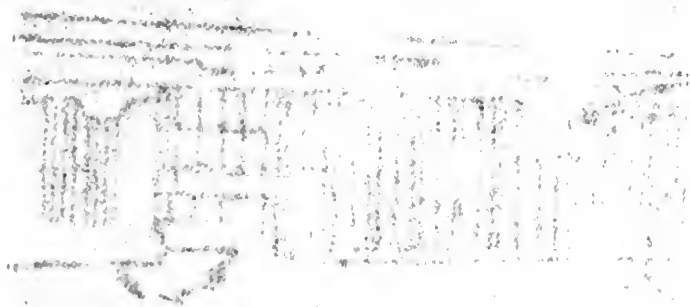
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AN ENTHUSIASTIC TEACHER.

Mrs. West, formerly Miss Lora Phillips of Coatesville. Work was the chief secret of her success.



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## Hendricks County at the State Teachers' Association.

The attendance of teachers at educational meetings is a fair index of their earnestness and enthusiasm, and, therefore, a fair index of the educational progress of the county which they represent. Notice the steady advance of our county according to this standard:

1903.—Attendance 20, rank 19th.

1904.—Attendance 64, rank 3d.

1905.—Attendance 102, rank 2d.

1906.—Attendance 175, rank 1st.

I am willing that the teachers and principals shall have entire credit for this splendid showing. We all pulled together. Tickets were secured in advance and distributed through the principals. All were interested and wanted to go. Our many connections with Indianapolis enabled all to go last year, and practically every teacher was present. There is no doubt that the inspiration of these meetings has contributed no small amount to the increase of the excellence of our school work in all of its departments and phases.

December 26, 27, 28, 1907, is the date of the meeting this year. Let us maintain our standing of last year. Let every teacher plan to attend. Arrangements are already made for Dr. Gunsaulus and President Woodrow Wilson. Other educational leaders will be present. You cannot afford to miss them.

## Schedule of Success Items.

### I. The Teacher.

#### A. Personality, 20 per cent.

1. Physical: habits, health, industry, ability to do things, neatness of attire.
2. Mental: habits, disposition, attitude towards children, use of sarcasm, sincerity of purpose, ability to meet people, power to take the initiative, moral worth.

#### B. Scholarship, 15 per cent.

1. Educational advantages.
2. Present attitude as a student.
  - a. Lines of study.

#### C. Professional Training, 10 per cent.

1. In school.
2. Through experience.
3. Through individual study.
4. Attitude toward the calling.
  - a. Present lines of professional study.
  - b. Attendance at educational meetings.



## D. As An Instructor, 20 per cent.

1. Preparation.
  - a. Before coming to class.
  - b. Assignments.
  - c. Skill in bringing the pupils into the right conscious attitude for the new truth to be presented.
2. Presentation.
  - a. Knowledge of the mind of the pupil.
  - b. Knowledge of the matter to be presented.
  - c. Knowledge of the ways of presentation.
  - d. Skill in presentation.
3. Comparison.
  - a. Skill in keeping the minds of all the pupils centered on the new truth being presented, and upon their own experience that will help them interpret at the same time.
4. Generalization.
  - a. Skill in leading pupils to draw correct conclusions and to state them well.
5. Application.
  - a. Skill in making pupils realize the new truth as their own. Ability in leading pupils to discover that school problems are life problems.

## E. Government, 20 per cent.

1. Two ways.
  - a. Through the conscious use of rewards and punishments.
  - b. Through the inspiration of personality.
2. Two types of order.
  - a. Constrained, unnatural and dead.
  - b. Free, natural and alive with the busy hum of industry that accompanies the understanding that each pupil is to do his work without disturbing his neighbors.

## F. Community Interest, 15 per cent.

1. Shown by—
  - a. Part taken in the plans and affairs of the community.
  - b. Care of school property.
  - c. Co-operation with teachers, supervisors and school officials, in school plans, exhibits, reports, etc.
2. Shown by—
  - a. Ability to send common school graduates to high school.
  - b. Ability to send high school pupils to higher institutions.

## SUCCESS SCHEDULE EXPLAINED.

See State Course of Study for the State Superintendent's explanation.

Some of the items entering into the teacher's grade on success cannot be definitely measured in any particular case. On such items, the county superintendent must rely on his own judgment. I shall very carefully and conscientiously endeavor to do justice to each teacher.

Other items of success (amounting in all to some *twenty-five per cent.*) can be definitely measured and are under the control of each teacher. *Scholarship* means four years of study in advance of the work the teacher is doing. A strict application of this rule



will be waived in favor of those who are attending school each spring or summer, thereby attaining the standard as rapidly as possible. *Professional training* means at least one year spent in a reputable training school for teachers. Under F., five per cent. will be taken as referring to the township and county institutes. Mere attendance at township institute is not sufficient. A teacher is paid for attending. Her presence should be marked by a zeal and a preparation which are unmistakable. The same may be said of attendance at the county institute.

The changes suggested by the new success schedule are generally accepted as good and wholesome for the profession. Every true teacher welcomes a change which betters her and exalts her profession. If the change lowers your success grade, before flying to the county superintendent with a complaint, examine your schedule carefully to see if the items which are lowered come under *your* control entirely. If the change gives you a higher success grade, you will rejoice and I will rejoice with you.

I may add that high school teachers are placed in a class by themselves when I make out the success grades. In the matter of scholarship, careful daily preparation, and skill in conducting a recitation, the high school teachers should be superior to the grade teachers. In some cases I have found them inferior, and have graded accordingly. In general, however, high school teachers should not compare their grades in success with grade teachers, nor compare them at all for that matter, but rather take them as an honest, sympathetic effort on my part to indicate where improvement is needed.

## Important Resolutions of Interest to Teachers.

*"Resolved* (by the trustees), That applicants for teachers' licenses who do not receive the same prior to or on the July examination, be not further considered by the trustees in placing teachers."

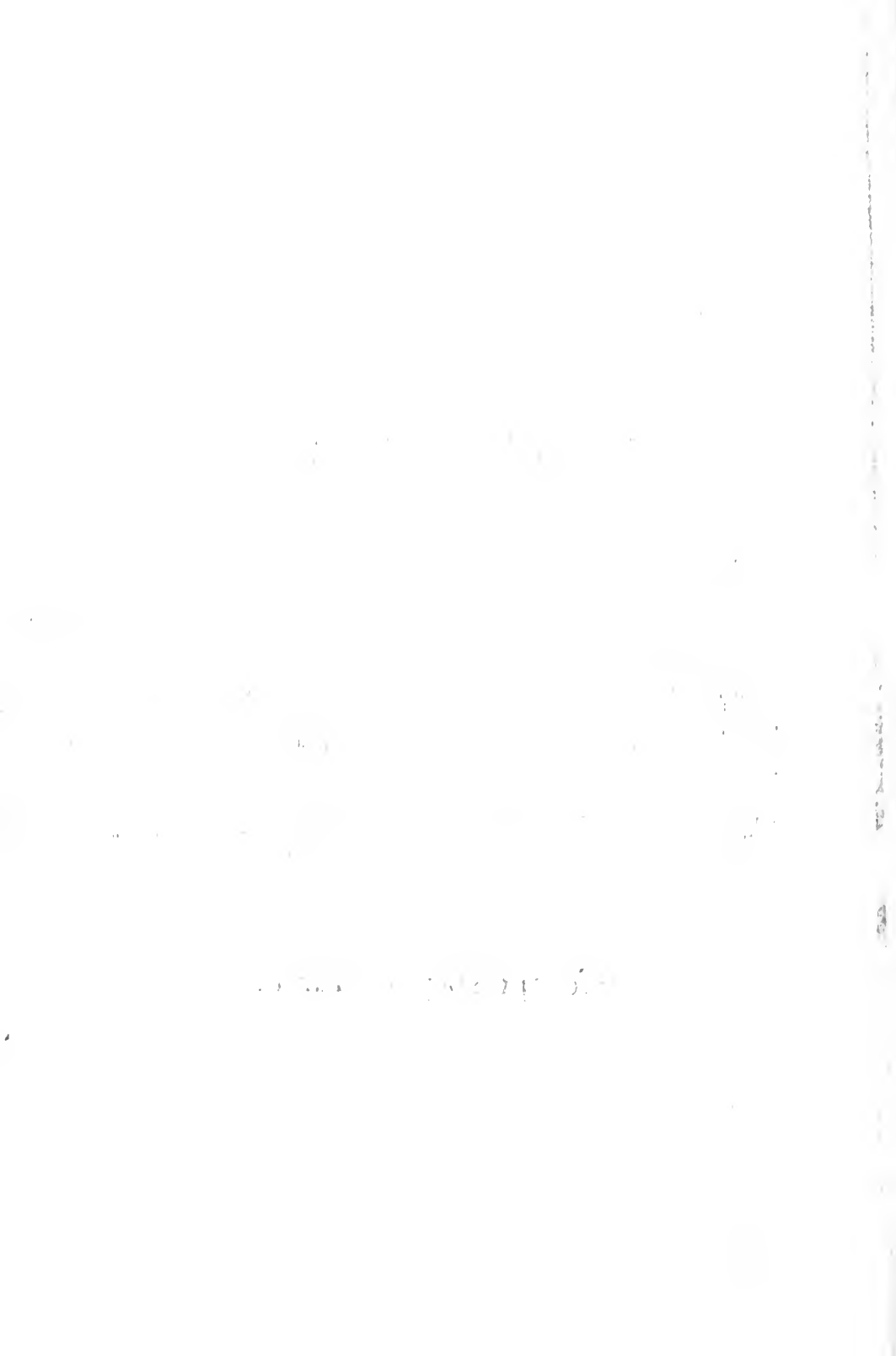
*"Resolved* (by the County Board of Education, 1904), That the minimum wage law of Indiana for teachers, approved March 11, 1903, be changed by inserting  $2\frac{1}{2}$ ,  $2\frac{3}{4}$  and 3 cents instead of  $2\frac{1}{4}$ ,  $2\frac{1}{2}$  and  $2\frac{3}{4}$  cents, respectively, the change being made in favor of such teachers only as have had four years of high school work or an equivalent, and one year of normal school training; *Provided*, That this resolution shall go into effect after the present school year of 1903-4."

*"Resolved* (by the Farmers' Institute, 1907), That we commend the corn show, the Purdue excursion, and the sentiment of our high school teachers in favor of placing agriculture in the township high schools as a regular course and that we tender the services of our president and vice-president to co-operate with the township trustees and county superintendent in furthering any of these ends."

## Compulsory Education Law.

SECTION 1. Be it enacted by the General Assembly of the State of Indiana, That every parent, guardian, or other person in the State of Indiana, having control or charge of any child or children between the ages of seven (7) and fourteen (14) years, inclusive, shall be required to send such child or children to a public, private or parochial school or to two or all (more) of these schools, each school year, for a term or period not less than that of the public schools of the school corporation where the children reside.

SEC. 2. The truant officer shall see that the provisions of this act are complied with, and when from personal knowledge or by report or complaint from any resident or teacher of the township under his supervision, he believes that any child subject to the provisions of this act is *habitually tardy or absent* from school, he shall immediately give written notice to the parent, guardian, or custodian of such child that the attendance of such child at school is required, and if, within five (5) days such parent, guardian or custodian of said child does not comply with the provisions of this section, then such truant officer shall make complaint against such parent, guardian or custodian of such child in any court of record for violation of the provisions of this act; *Provided*, That only one notice shall be re-





quired for any one child in any one year. Any such parent, guardian or custodian of the child who shall violate the provisions of this act shall be adjudged guilty of a misdemeanor, and upon conviction thereof shall be fined in any sum not less than five dollars (\$5.00) nor more than twenty-five dollars (\$25.00), to which may be added, in the discretion of the court, imprisonment in the county jail not less than two, nor more than ninety days.

SEC. 6. If any parent, guardian or custodian of any child or children is too poor to furnish such child or children with the necessary books and clothing with which to attend school, then the school-trustee of the township, or the board of school trustees or commissioners of the city or incorporated town where such parent, guardian or custodian resides shall furnish temporary aid for such purpose to such child or children.

SEC. 8. Any child who absents itself from school habitually may be adjudged a confirmed truant by the truant officer and superintendent of the schools of the county or city. Such confirmed truant may be sentenced by the judge of the Circuit Court to the Reform School for Boys, if a boy, or the Industrial School for Girls, if a girl, provided its age is within the limits set for admission to such institution. If deemed advisable by said judge, such incorrigible child or children may be sent to such other custodial institution within the State as may be designated by him.

Ora Bryant, Maplewood, Ind., is the county truant officer, whose duty it is to enforce this law. The teacher should promptly notify the truant officer of any infraction of the law in his school district. Cases of habitual tardiness should be reported.

## The New School Laws.

1. *Janitors.*—The trustee must now provide janitor service in all schools. The teacher is relieved from the responsibility of janitor service.

2. *Consolidation and Transportation.*—A school must be discontinued when the average daily attendance for the year goes to twelve (12) pupils or fewer, and may be discontinued at the trustee's discretion when the average attendance goes as low as fifteen (15) pupils or fewer.

Transportation must be furnished to all pupils of a discontinued school who live over two miles from another school, provided, that pupils less than twelve (12) years old must be transported if more than one mile from a school.

3. *State Aid.*—The State will aid a corporation to maintain a seven months school, if the corporation has a forty (40) cent tuition levy.

4. *Minimum Wage Law.*—Teachers with experience will not be required to have the high school and professional training required by this law.

To be eligible to a teachers' examination henceforth an inexperienced applicant must be a graduate from a commissioned high school or its equivalent (or must have successfully passed the high school examination, such as will be held in February and April in 1908), and must have had twelve weeks of professional training.

The daily wage is found by multiplying  $2\frac{1}{2}$ , 3, or  $3\frac{1}{2}$  cents by the general average. (See Acts of 1907, p. 146.)

5. *Exemption for Beginners.*—It is now possible for a graduate of a commissioned or a certified high school to begin to teach *without an examination* for a teacher's license. He may attend a normal school for two years and thereby secure a permit to teach for three years in district and village schools. At the end of the three years, he may have completed the work for a State Normal diploma by attending the Normal in the spring and summer, and then he will be forever exempt from examination. (See Acts of 1907, p. 452.)

### GRADES OF LICENSE IN FORCE IN HENDRICKS COUNTY.

Life State—one.

Sixty months—six.

Exemptions account of State Normal diploma—eight.

Exemptions under law of 1880—seven.

Thirty-six months—eighteen.

Twenty-four months—fifty-five.

Twelve months—seventy-six.

Six months—six.



## In Conclusion.

The educational creed of the present school management may be briefly stated as follows:

Country boys and girls are fully equal to the best city boys and girls in natural ability and educational possibilities; they are, therefore, entitled to equal advantages. This means progressive teachers, modern equipment, graded schools, and a diversified course of study.

It will be helpful in the light of this creed to bring together the threads of our story, making a brief statement of the work of the last four years, the present work, and the plans for the future.

The high school course of study has been extended to four years throughout the county, and diplomas are not given for a shorter course. Formerly two and three years was the rule, except that the course was extended at North Salem in 1902. Four township high schools have been commissioned by the State Board of Education. And, on Jan. 16, 1908, Lizton and Brownsburg were placed in the list of certified high schools, by the State Board of Education.

Five modern buildings have been erected at Amo, North Salem, Lizton, Hadley and Clayton, and a new high school building is nearing completion at Plainfield.

Agricultural education has been somewhat emphasized through the corn shows, the Purdue excursions, agricultural work in the grades, until finally agriculture has been made a regular subject in the high school course of study.

These things are all good and all important, but not the most important work that has been done. The most important work and the most effective has been the attempt to reach the teachers and improve the work of instruction. This work has secured returns for the poorest pupil in the poorest country school. It has gradually developed into the following lines of effort:

1. School plans for the year have been printed, distributed to the teachers, and fully explained at the preliminary institutes. This sets a standard toward which to work. For example, four years ago, the primer was completed during the first year and the first reader during the second year; while now the primer, the first reader and one or two supplementary readers are all completed during the first year, and pupils are ready for the second reader at the beginning of the second year.

2. At the close of the first week of school a report is required from each teacher. This calls for the names of pupils and enables the truancy officer to know from my office at the close of the first week of school what pupils are not in school. It calls for the program, and helps me in securing music in the graded schools and the lower grade history work in all the schools where formerly little of this work was done. I write many letters to teachers about their programs as soon as this report is received. This report also calls for the condition of the building and supplies needed, and enables me to bring these matters to the attention of trustees at the beginning of the school year.

3. My visits are not mere social calls. If I find a teacher far below par in any respect, I tell him so frankly and agree to see him again within a month. My second visit frequently shows such improvement that it does not seem like the same school. On the other hand, I stand for the teachers' rights and interests with all parties, until all know that I am always *for the teacher*. Teachers know that when I criticise them most severely, I



and their friend and ready to help them to any promotion for which they are prepared. They are friendly, therefore, and will freely tell me their difficulties.

4. The township institute is used as an opportunity to follow up the work seen in visiting. I take the opportunity to talk over the work frankly, especially mentioning examples of superior teaching or discipline.

5. The visiting day (see p. 54) is made an integral part of the school work and teachers are assigned with especial reference to their needs.

6. Promotions from the sixth, seventh and eighth grades are now made by the principal, trustee, and county superintendent, acting with the teacher. This is designed to relieve the teacher of some of the responsibility for the sixth and seventh years, to prevent too rapid promotion, and to recognize faithful work on the part of pupils.

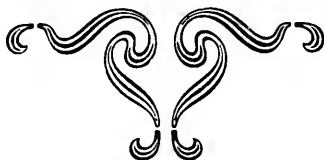
7. Beginning teachers are given special help and consideration as explained on p. 52.

It is right and proper that a leader should have in mind definite plans for the future, but it is seldom the part of wisdom to state such plans, except in general terms. The educational creed stated above requires *the best for our boys and girls*. But at present many of our boys and girls are poorly provided for. Some are housed in poorly heated, badly lighted, and unventilated buildings. Many are not in graded schools. Some do not have the best teachers. There is much to be done. It is possible to do more. Our school levies are very low. Our tuition levy averages only twenty-one cents (21c), and runs as low as eight cents (8c). Most cities carry a tuition levy of forty to fifty cents. This is a wealthy community. There is practically no poverty. With good roads, rural mail delivery, inter-urbans, and many steam roads, we are in close touch with the world and enjoy almost every convenience. If our schools were made the equal of the best city systems, we would give our children an eminence and a leadership which wealth alone can never give. *When it comes to our children let us look forward and upward. Nothing is too good for them that is reasonably within reach.*

*Guilford Township Historical Collection*

PLAINFIELD PUBLIC LIBRARY

PLAINFIELD, INDIANA





## School Calendar

- August 1*—Beginning of school year. Merchant depositor orders school books.
- August, First Monday*—Trustees' statistical and financial report due to county superintendent.
- August 15*—Statistical report of county superintendent to State superintendent.
- August 26-30*—County Teachers' Institute.
- September 1*—Meeting of County Board of Education.
- October, First Saturday*—Election of school directors.
- October 25* (the fourth Friday in October, or later)—Arbor and Bird Day.
- November, First Monday*—Trustees' school book report to county superintendent.
- November, Last Thursday*—Thanksgiving holiday, followed by Teachers' Mid-Winter Association on Friday and Saturday.
- December 25*—Christmas Day. Auditor's semi-annual report of school revenue for apportionment and settlement of interest.
- January, Last Monday*—Distribution of school revenue for tuition, by county auditor.
- February, First Monday*—Trustees' school book report to county superintendent.
- March 25*—First diploma examination.
- April 10*—Enumeration of school children, to be completed by May 1.
- April 18*—Second diploma examination.
- May 1*—Meeting of County Board of Education. Election of truant officer. Report of enumeration. School book report.
- May 15*—County superintendents' enumeration report to State superintendent.
- May 16*—Third diploma examination.
- June 1*—County superintendent reports to county auditor the basis of apportionment of the school revenue.
- June, First Monday*—School book requisitions from trustees to county superintendent.
- June, Third Monday*—Auditor's semi-annual report to State superintendent on school revenue for apportionment.
- July, Second Monday*—Distribution of school revenue for tuition, by county auditor.

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